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LIMBA ENGLEZĂ

IX

DEAR ENGLISH TEACHERS AND PUPILS,

English for Success for the 9th form presents interesting and pertinent information that is important to the study of English as well as to life. The topics and themes follow a set curriculum and are interesting and relevant to life in Moldova. The book has been arranged in an easy to follow, attractive and clear manner, and was written in accordance to the new curriculum which was approved by the Ministry of Education. It will provide pupils with the knowledge they need to prepare for the baccalaureate. This manual is suitable for the multilevel classroom, and can be used as an expandable tool for pupils.

The skills addressed in this book are not just proficiencies that are needed for English, but are life skills as well. Pupils are taught how to think critically, work in groups, formulate intelligent opinions, and debate. They are also taught how to write sentences as well as essays. In previous manuals pupils have been asked to look for answers from given texts; this manual encourages pupils to generate answers intuitively with the help of the information they have read. This ensures comprehension and encompasses all the language skills: reading, writing, speaking, and listening.

This textbook is more than just a study of English. Topics that every pupil in Moldova should know about are covered in this book. The diverse subjects addressed include how the government of Moldova works, human virtues, health, the universe as well as others. As any teacher knows, to teach a pupil you must first get his/her attention. Other topics such as relationships with friends and family, problems in society, and entertainment are introduced to both attract and retain pupils' attention.

Good language acquisition requires a natural use of the language from the beginning of the learning experience. This textbook provides that opportunity. Grammar points are not only introduced throughout the book but, more importantly, they are modelled in an easy to duplicate form for the classroom and for home.

Use the book, use your English! Don't be afraid to speak because you think you will make a mistake. Use your mistakes to learn. An English expression states, "Nothing ventured, nothing gained". Good luck!

MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

English for Success

Margareta Duşciac
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PUPIL'S BOOK

FORM 9

EDITURA PRUT

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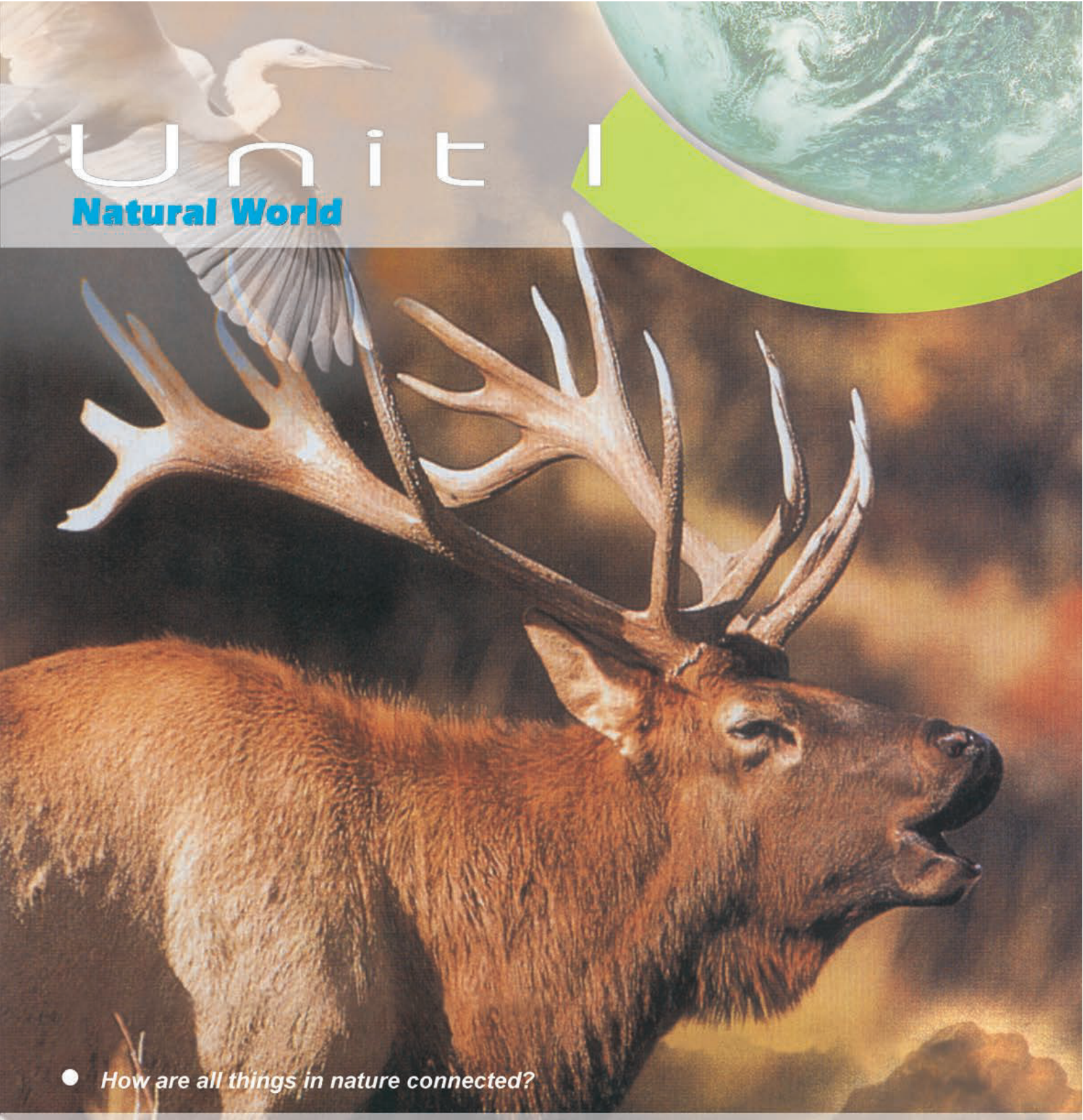
Unit 1

Natural World



- *How are all things in nature connected?*

Chance favours the prepared mind.
Louis Pasteur

Unit I

Lesson I
Origin of the Universe

Be curious. Look up at the stars and not down at yout feet. S. Hawking

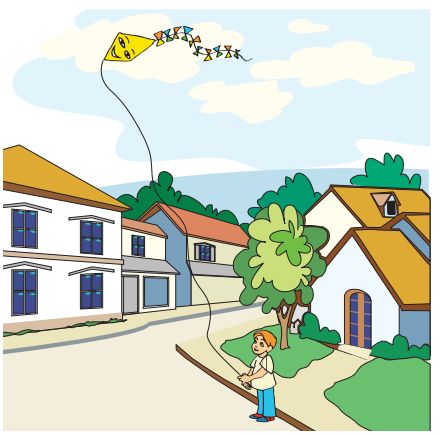
DISCUSSION POINTS

1. Work in pairs on the following questionnaire. Tell your partner what you know about our galaxy, and state where you fit in the universe.
   a. Where were you born?
   b. Is the town (village) you were born in large or small?
   c. What continent is Moldova situated on?
   d. How many planets go around the Sun?
   e. What is the name of the galaxy the solar system belongs to?
   f. Is there only one, or are there more galaxies in the universe?
2. When everyone has finished, share your answers as a class.

LISTENING

1. Listen to several sentences on page 129.
2. Before you listen, discuss in small groups what each of the pictures on the right represents.
3. Listen and decide which of these words you hear.
   a. This is you in your *house*/*horse* and your house in *your*/*you* street.
   b. Your house is in a *quiet*/*quite* part of a town.
   c. Moldova is just a little *beet*/*bit* of the land on the Earth.
   d. The Earth is one of the nine *plants*/*planets* going around the Sun.
   e. The solar system belongs to a group of 100,000 million stars *called*/*cold* the Milky Way.
   f. There are millions of galaxies in the *universal*/*universe*.
4. Listen to the text again. Is each of these sentences true (T) or false (F)?
   a. Your house is in a quiet part of a town.
   b. Moldova is one of the largest countries in Europe.
   c. The Earth is a star.
   d. The solar system belongs to a group of 100,000 million stars called the Milky Way.
   e. There is only one galaxy in the universe.

READING



1. You are going to read the text "Big Bang". Work in small groups. From the title, discuss what you think the text is about. Share your ideas as a class.
2. Work with a partner. Predict the words and expressions that can be associated with the topic. Justify your choice of words.
3. Read the selection and make notes on the content of the text under the following headings:
   Phenomenon: When? How? Where? Why?
   Action: the events that took place.
   Outcome: what happened as a result of the action.

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Big Bang

The Big Bang Model is a broadly accepted scientific theory for the origin and evolution of our universe. According to this theory, the universe was created about 15 billion years ago from a cosmic explosion that hurled matter in all directions.

Astronomers believe that once all the matter and energy in the universe were concentrated in a single place. This place was extremely hot and dense. Then, sometime between 10 billion and 20 billion years ago, an enormous and powerful explosion – the Big Bang – shot the concentrated matter and energy in all directions. After the initial Big Bang, the force of gravity began to affect the matter racing outward in every direction. Gravity caused some of the matter to come together to form galaxies and stars. The clumps of matter around our own star, the Sun, became planets. Some planets were large enough and had enough gravity to attract matter that became moons or satellites.

In 1927, the Belgian priest George Lemaître was the first to assume that the universe began with the explosion of a primeval atom. Years later, Edwin Hubble found experimental evidence that helped to justify Lemaître's theory. He made observations, and stated that distant galaxies appeared to be moving away from us in every direction at a speed proportional to their distance from the centre of the universe.

Since the Big Bang, the universe has been continuously expanding, and, thus, the distance between clusters of galaxies has become much bigger than it was before. This phenomenon is known as 'the red shift'. The stars and galaxies were much closer to each other in the past than they are at present. At the same time, the matter inside the galaxies continues to race away from the area where the Big Bang had occurred.

The Big Bang theory also predicts the existence of cosmic background radiation (the glow left after the explosion itself). In 1964, this radiation was discovered by Arno Penzias and Robert Wilson, who later won the Nobel Prize for this discovery.

Although the Big Bang theory has been widely accepted, it will probably never be proved. Thus it leaves a number of tough, unanswered questions.

UNDERSTANDING WHAT YOU'VE READ

1. Scan the text and supply answers to the following questions.
   a. How did, in accordance with the Big Bang theory, our universe begin?
   b. Why do some planets have moons and satellites while others don't?
   c. Whose observations provided for the foundation of the Big Bang theory?
   d. What is happening in the universe nowadays?

2. *Sometime*, *some time* or *sometimes*? Fill in the gaps with the appropriate word.
   a. We saw him … in January.
   b. – Do you ever go to discos? – …
   c. He is so busy … he doesn't have enough time to take lunch.
   d. Do you have … to help me with dusting the furniture?
   e. She … goes to the cinema instead of going to the gym.
   f. The accident happened … after dinner.
   g. Take … to think about the offer to go to Paris next week.

Word Study

hurl [hɜ:l] v – to throw (especially something big and heavy) with force

clump n – a heavy solid lump or mass of something, such as soil or mud

primeval [praɪ'mi:vəl] adj – 1. very ancient 2. of the earliest period in the existence of something, such as the Earth, the universe etc.

glow [gləʊ] n – 1. a soft light from something burning without flames or smoke 2. brightness of colour

sometime adv – at a point in time

sometimes adv – occasionally, from time to time

Info Box

Brainstorming *is an activity in which, while working individually or with a group of people, you can produce as many ideas related to a given topic as possible in a specified period of time.*

Here are some ***general guidelines*** *for group brainstorming:*

- *Write the topic at the top of a sheet of paper (or on the blackboard).*
- *List all ideas without comment.*
- *Do not discuss or judge any of the ideas that are mentioned.*
- *Get everyone in the group involved. Keep the ideas flowing.*

When the brainstorming is over, then ***editing*** *is allowed to start. At this point you may want to:*

- *Cross out any ideas that do not seem to fit.*
- *Use lines and arrows to indicate ideas that are related.*
- *Use numbers to prioritize ideas.*
- *Spend a few more minutes adding any new ideas that cross your mind. Then, later on, you can select the best ideas and use them in a discussion or a presentation.*

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3. Translate the following sentences into your native language. Make up sentences of your own using the words: *to hurl, clump, primeval, glow*.

   In the Majerda Mountains there are dense **primeval** forests consisting chiefly of the cork oak. 2. Without gravity, everything on our planet would be **hurled** off into space. 3. She approached the young man with a **glow** in her eyes. 4. As they neared the **clump** of rocks, they heard some strange sounds.

4. Give definitions of the following words: *evolution, dense, to attract, distant, to race, proportional, to expand, inside, close (adj.)*. Search for synonyms and antonyms of these words in a dictionary. One example has been provided for you: Enormous, adj. – *definition*: very great; *synonym* – immense; *antonym* – minuscule / tiny.

5. Read these sentences about the Big Bang theory. Decide if they are true, false or if there is no information. Check the best answer.

	True	False	No information
a. Edward Hubble's observation supports the expansion of the universe.	☐	☐	☐
b. The abundance of Hydrogen and Helium found in the observable universe are thought to support the Big Bang model of origins.	☐	☐	☐
c. According to the Big Bang model, the universe expanded from an extremely dense and hot state and continues to expand today.	☐	☐	☐
d. The Big Bang theory answers all major questions about the origin of the universe.	☐	☐	☐

6. Choose the required noun from the list below and use it in the necessary meaning: *phenomenon, phenomena, criterion, criteria, datum, data, sanatorium, sanatoriums, medium, media, memorandum, memoranda.*

1) Meteors and meteoroids are some natural … that have been intensely studied by a lot of scientists in a lot of countries from all over the world. 2) Awards in this domain of science are bestowed on the following …: the candidate's outstanding academic ability and research potential. 3) The first tuberculosis … was established in this country in the 60s of the last century. 4) The earliest chronological … about the hand-made vases of Minoan Period I can be found in some books on archeology. 5) The states have provided explanatory … and partnership agreements on improving economic cooperation. 6) Before you begin writing a letter, do not forget to mention such an important … as the time of writing. 7) "Television is called a … because anything good on it is rare." (Fred Allen) 8) The committee has prepared a revised … on the internal and external policy of the well-known non-for-profit organization. 9) "All … exist to invest our lives with artificial perceptions and arbitrary values." (Marshall McLuhan). 10) The principles of dynamics are important … used in the process of studying electrodynamics. 11) The Aurora is a fascinating … which attracts viewers from all over the world. 12) Only the very wealthy could afford a trip to Swiss … to recuperate in the fresh air.

SPEAKING

1. What other theories about the past, present and future of our universe do you know? In small groups, brainstorm a list of hypotheses stating how the universe was formed.

2. As a class, discuss your own ideas of the origin of the Universe. Make use of the following words and word combinations: *gravity, miracle, aliens, a divine creation, mystery, research, to explore, scientists, cosmology, current scientific evidence and observations, astronomers, theoretical considerations.*

WRITING

Write a summary of the Big Bang theory. Follow the instructions below.
- Provide the main ideas in the same order as the original.
- Reduce sentences, clauses and phrases.
- Omit all the unnecessary details, and include only a few vital ones.
- Paraphrase the original version of the text using synonyms and by varying sentence structure.
- Use transitions and other connecting devices to make your summary flow smoothly.
- Avoid using direct speech.

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Lesson II
The Beginnings of Life

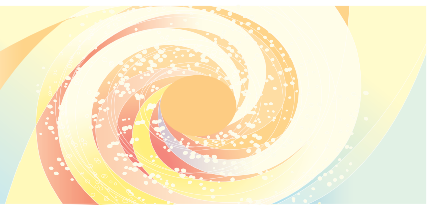
Our meaning is to make our little planet Earth a better place to live.

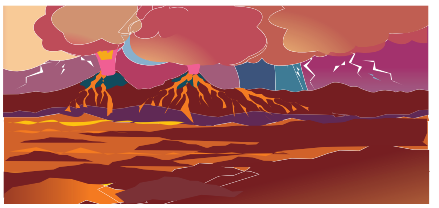
DISCUSSION POINTS

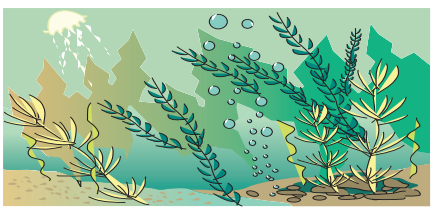
1. As a class, discuss the following.
   • What is life? How do you think life appeared on the earth?
2. Have a look at the pictures on the right, and ask and answer questions about:
   • the formation of the planet Earth;
   • the formation of mountains;
   • the creation of rivers and lakes, seas and oceans;
   • the growth of plants;
   • the appearance of the first animals;
   • the importance of photosynthesis in the maintenance of life on Earth.

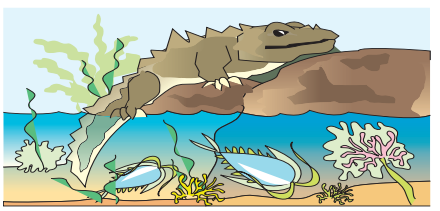
READING

1. You are going to read a text describing one of the existing theories of the origin and evolution of life on Earth. Skim the text and explain how life appeared on our planet.
2. Here are some words and expressions from the text. Try to guess their meaning from the context of the text. Translate the words and expressions into your native language;
   • equatorial diameter;
   • mean density;
   • violent storms;
   • hard crust;
   • ball of liquid rock;
   • photosynthesis.









The Beginnings of Life

Earth is the third planet from the sun, with an equatorial diameter of 7,926 miles, a polar diameter of 7,900 miles, a mass of approximately six sextillion tons, and a mean density of about 5.52 times that of water.

Scientists think that about 4,6 billion years ago, a swirling mass of boiling hot rocks and gases, revolving around the Sun, changed into a ball of liquid rock. The ball of rock slowly cooled and a hard crust formed on the outside. At times, the hot gases and liquid rock from inside broke through the crust in different places. This formed mountains and cut deep trenches that later formed the ocean beds.

Geological evidence indicates that as the Earth cooled, much of the water vapour present in the atmosphere condensed. There were violent storms and rain poured from the clouds. Rivers and lakes, seas and oceans were formed.

Oxygen gas (O_2) was not present in the early atmosphere, and there were no animals yet. Millions of years went by, plants began to grow in the seas.

As plants grew, they produced oxygen. It was released by photosynthesis. Thus, due to this process, the first animals appeared. They first lived in the sea, but when bigger animals developed, they crawled out on to the land. The first creatures to come out of the water were fish that developed lungs.

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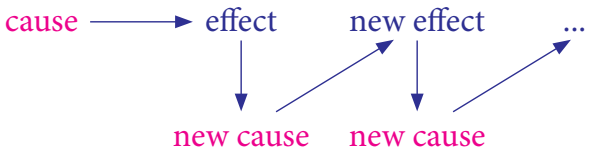
UNDERSTANDING WHAT YOU'VE READ

1. Scan the text to find out how much the earth weighs.
2. In groups, discuss the answers to the following questions.
   a. What happened about 4,6 billion years ago?
   b. How were mountains and ocean beds formed?
   c. Due to what process did the first animals appear?
3. Study the causal chain below when each immediate effect can become the cause of another important effect, and make an analysis of the cause-and-effect situation in the text "The Beginnings of Life."



4. Analyze the most important facts and details from the text, and draw conclusions about the evolution of life on earth.
5. For each word written in bold lettering, decide which semantic variation best conveys the meaning of the author:

mean, *adj.*
a. average / middle
b. miserable / low

bed, *n.*
a. a piece of furniture on which to sleep
b. bottom of the sea, a river, lake, etc.

mass, *n.*
a. Catholic communion service
b. (in physics) solid body
c. (in physics) amount of matter in a body

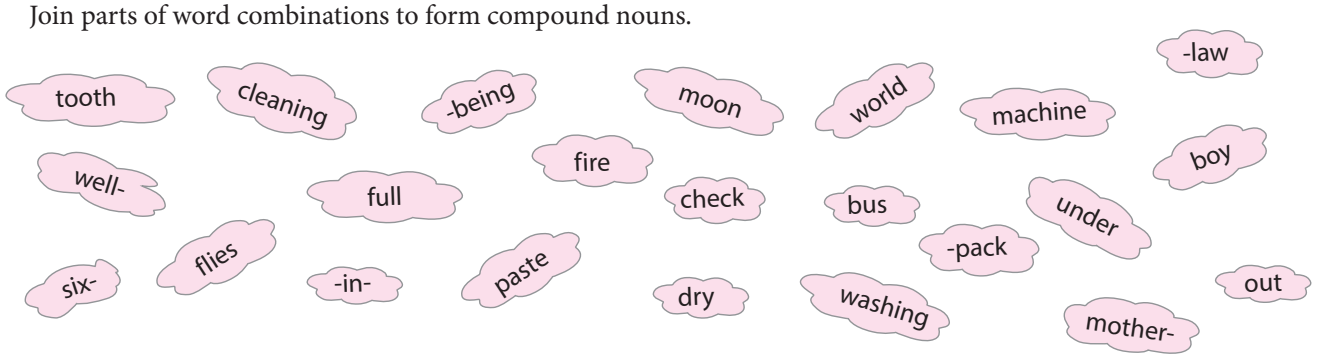
atmosphere, *n.*
a. the atmosphere – a mixture of gases surrounding the earth
b. feeling, e.g. of good, evil, from a place, conditions, etc.

6. The text "**The Beginnings of Life**" contains the compound noun ***photosynthesis***, a term which denotes *a process by which a green plant turns water and carbon dioxide into food when the plant is exposed to light*. Give some other examples of compound words formed in the following way:

noun + noun;	noun + gerund;	adjective + noun;	gerund + noun;
pronoun + noun;	noun + preposition;	verb + noun;	noun + preposition + noun.

To make your answers more complete, turn to the Grammar Section on page 141 and study the examples given there.

7. Join parts of word combinations to form compound nouns.



8. Give the Plural of the nouns in bold type, making all the other necessary changes including pronoun and adverb agreement.

1) You must clean this **wallpaper**. 2) There was **a policeman** right in the centre of the square. 3) Is this the bus stop for the number 11 **trolley-bus**? 4) Could you erase the **blackboard** for me, please? 5) My friend likes to get up at **sunrise** in summer. 6) The engineer knew how to install this **software** on my PC. 7) This **teenager** needs a haircut. 8) I always have bacon and eggs for **breakfast**. 9) Our **daughter-in-law** is so helpful. 10) The little girl found a lot of presents under the **Christmas tree**. 11) Our **bedroom** is on the second floor. 12) You ought to smarten up and use an updated **hairstyle**. 13) We need a **truckful** of bricks to repair the house. 14) Do not forget about the annual **check-up** at the dentist. 15) There is a wonderful **swimming pool** in the campus of this University.

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SPEAKING AND WRITING

1. Work individually. Read the creation myth from the Info Box on the right and then state what the similarities and differences between the two ideas about the beginnings of life on Earth are (see also the text from page 11).

	Similarities	*Differences*
Theory put forward by many scientists	1) a ball of rock (a single place) 2) ...	1) the liquid rock broke from inside 2) ...
The Great Cosmic Egg (Chinese Creation Myth)	1) a great cosmic egg (a single place) 2) ...	1) P'an Ku chiseled the land and the sky apart 2) ...

2. Work in small groups. Discuss the following.
Which of the ideas about the origin of life on Earth can be stated as a hypothesis and investigated by scientific methods? Why? Which cannot be? Why not?

3. How much do you know about the characteristics of the nine planets belonging to our solar system? What makes Earth distinct from other planets? Look at the quiz below and try to answer the questions.

The Solar System Quiz

1) How old is the earth? When did life appear on Earth?
2) What other hypotheses about the origin of life on earth do you know?
3) Where is the solar system located? Is our galaxy the only galaxy in the universe?
4) Why do stars seem tiny? How many names of constellations and stars can you list in a minute?
5) What is your image of the planet Mars? Venus? Saturn? Pluto?

4. In groups, ask each other some other questions on the topic discussed. Share your findings as a class.

Info Box

The Great Cosmic Egg
(Chinese Creation Myth)

At first there was a great cosmic egg. Inside the egg was Chaos, and floating in Chaos was P'an Ku, the Undeveloped, the divine Embryo. P'an Ku burst out of the egg, four times larger than any person today, with a hammer and a chisel in his hand. He used the hammer and chisel to fashion the world.
P'an Ku went to work at once, to put the world in order. He chiseled the land and sky apart. He piled up the mountains on the earth , dug the valleys deep, and made the rivers. He placed the sun, the moon and the stars in the sky; below he placed the four seas. He taught people to build boats and showed them how to throw bridges over rivers, and he told them the secrets of the precious stones.

LISTENING

1. You are going to listen to a poem by William Blake on page 129 telling about the beauties of the surrounding world. Put these words from the poem into two groups. Tell another student why you put the words together:
green woods • stream • laugh • green hill • merry • joy • meadows • lively green • grasshopper • "Ha, Ha, He!"
2. Listen to the poem, and state what the poet's feelings about the world are. What pictures of early autumn do you find in the poem?
3. Listen to the poem again and tell your partner what other voices besides that of joy you have heard in nature.

PROJECT WORK

In about 250 words design a research paper revealing different ideas about the origin of life. Choose two or three main ideas and support them with facts, evidence, and details. Do not forget to mention your sources (Author, Title, Publisher, Year, Volume, Pages).

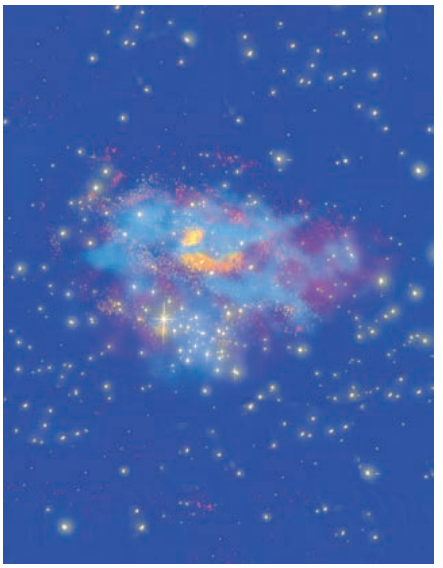
13

Unit I

Lesson III
Wholesale Changes

Everything is alive; everything is interconnected.
Cicero

DISCUSSION POINTS



1. Use a ruler, pencil and paper to make a chart like the one shown below.

What I Know	*What I Want to Know*	*What I Have Learnt*
1. Nature is the whole universe and every created thing. 2. We are creatures who are biologically a part of nature. 3. ...	1. What can you say about the interdependence between human beings and nature? 2. What is a food chain? 3. ...	

2. Fill in the first column in the chart by using the information you already know about interconnections between humans, animals, plants and the land.
3. Turn to the second column, and write questions to find out new things about living and non-living things.
4. Read the text about the ways in which organisms interact, then turn to the third column "What I Have Learnt", and record the main points you have learned on your chart. Try to line up the answer with the questions you raised originally.

READING

The Web of Life

We rely on our environment to provide us with food to eat and clean air to breathe. All living and non-living things are linked through cycles; for example, the carbon cycle and the water cycle. Food chains are part of these cycles. As an example, a food chain might consist of garden plants, such as lettuce and carrots, fed upon by rabbits which, in their turn, are fed upon by owls which, in their turn, are fed upon by hawks.

All living things in the woods or in a meadow depend on others for their food. Each, in their turn, is food for other species. Dead leaves and animals are an important source of food for "decomposers". Worms, for example, eat dead leaves and help make the soil fertile. In their turn, they provide food for birds and mammals. Some decomposers, such as earthworms, feed directly on dead plants and animals. Earthworms convert dead organisms to simpler substances that are then digested even further by other decomposers, such as bacteria and fungi. Fish, worms, snails, sea turtles, seals, crustaceans, and even humans eat algae. Algae are highly nutritious and live all over the world, from the oceans to the desert, and from hot springs to snow and ice.

Big predators are in no danger of being eaten themselves – at least not while they are alive. But when animals die, their bodies provide food for scavengers, such as the larvae of flies and carrion beetles, which eat dead flesh. What remains slowly rots back into the soil where it provides nutrients for plants. At the same time, there are vast numbers of leaf-eating animals in the woods, such as caterpillars, red squirrels, field mice and fallow deer.

In nature nothing is wasted, so animals at the end of the food chain will eventually supply food for plants at the beginning.

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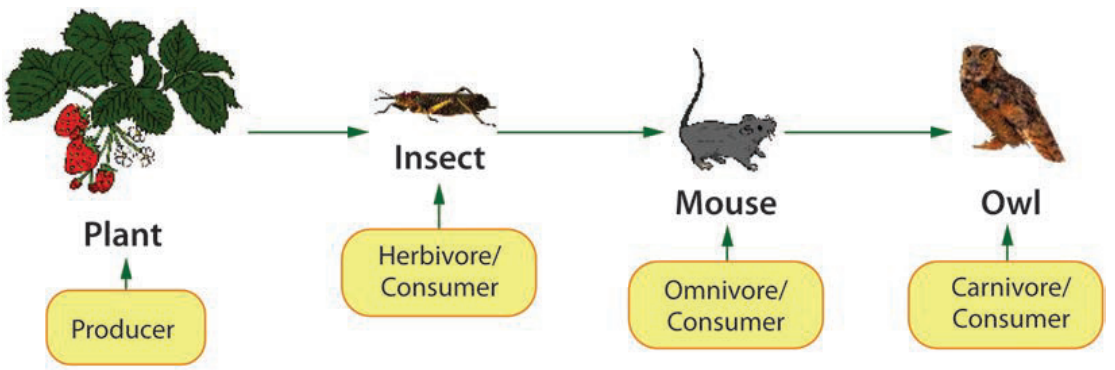
UNDERSTANDING WHAT YOU'VE READ

1. Scan the text to find out the names of some decomposers.
2. Match the words on the left with the definitions on the right.

1) predator	a. small deer with white spots
2) scavenger	b. animal which lives by eating other animals
3) fallow deer	c. strong, swift, bird of prey
4) flesh	d. (food) which feeds/nourishes
5) nutrient	e. animal which feeds on other dead animals
6) hawk	f. soft part of the body covering the bones.

3. Using key words and phrases, give answers to the following questions:
   a. How do all living and non-living things depend on each other?
   b. What kind of balance is there in nature between predators and their prey?
   c. What would happen if we removed a link in the food chain?
4. Describe and explain the following examples of food chains in various environments.



5. Elaborate on the similarities and differences of the food chains presented below.

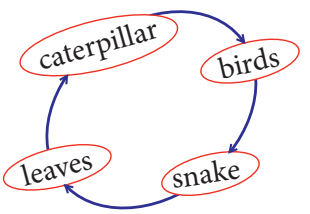
   Grass – cow – man;

   Sun – berries – bear;

   Insects – fish – humans;

   Sun – bamboo – pandas;

   Fly – frog – stork.



6. Reread the text and find two nouns of Latin origin. Are the words used in the singular or in the plural number?
7. Choose the required noun from the the ones given and use it in the necessary meaning: *alga, algae, vertebra, vertebrae formula, formulae, larva, larvae.*

   1) It is very interesting to study the respiratory system of the Mayfly ... . 2) Clothes moth … feed on wool, hair, feathers, fur, dried hair and leather. 3) During pupation the silk moth …undergoes complete metamorphosis. 4) The young scientist has been looking for almost a decade for a mathematical … that will become the basis for the creation of a universally applicable model. 5) What is the … of the chlorofluorocarbon acid? 6) There are many … relating the sides and angles of a spherical triangle. 7) Some blue-green sea … can produce poison acids. 8) Take 3 capsules a day of this detoxifying …, it will do you good. 9) The old man broke his … and hand in a car accident. 10) A … is any of the bones or segments composing the spinal column.

Remember!

through or ***threw?***
Here *through* means 'by means of'.
Threw is the Past Indefinite of 'to throw';

to eat or ***to feed?***
To eat means 'to put (food) into the mouth and chew and swallow it'
To feed means 'to give food to (someone or something)';

desert or ***dessert?***
Desert ['dezət] means 'arid land with usually sparse vegetation'.
Dessert [dɪ'zə:t] means 'sweet food eaten after the main part of a meal'.

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SPEAKING

1. It is well known that animate and inanimate media influence each other in different ways. Discuss both the positive and the negative signs of humans' influence upon the environment and their impact upon nature.
2. Match the words with the definitions.

Climate change	The presence in or introduction into the environment of a substance which has harmful or poisonous effects
Global warming	The way the world's weather is changing.
Deforestation	A layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer.
The Ozone Layer	A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.
Pollution	The action of clearing a wide area of trees.

3. What can you see in the picture? Do you have such a power station in your local area? What problems do you think it can cause?
4. Role play the following situation.
   You live in a large city in a many-storeyed building. There are a lot of apartment blocks far and wide. In the connecting courtyard there is a playground, and children from the neighbourhood can play football and other games there. Some days ago, a bulldozer started digging the ground. Rumours have spread that a new filling station will have been built there by winter. Describe the reaction of your family members and people from the houses nearby.
5. As a large group, discuss the status quo of the environment in different countries the world over and briefly state what might happen to our planet if we do not take urgent measures to protect our environment.

WRITING

Develop questionnaires to find out if you are doing enough "to be green." Mingle while interviewing each other . One example has been done for you.

Being Green at Home Questionnaire

	Yes	No
Have you used public transport in the last two weeks?	☑	☐

Prompts: to pick up litter and put it in a bin; to use environmentally friendly bags for shopping; to switch off the light when you go out of the room; to take a shower for more than 5 minutes; to bring a refillable water bottle to school; to water plants in the garden with a hose; to recycle paper; to leave the computer on stand by; to go to town in a car; to fall asleep with lights on, to pour soapy water in the garden; to burn dry leaves.
Count the results and summarize your findings as a report.

PROJECT WORK

Agree on several things that are good for the environment, and design some posters describing the actions that should be undertaken by individuals and local communities to help reduce climate changes.

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Unit I

Lesson IV
Adaptation for Survival

Adaptability is not imitation. It means power of resistance and assimilation.
Mahatma Gandi

DISCUSSION POINTS

Do a mini-quiz in pairs to find out what you know about the conditions necessary for organisms to adapt to various environments.

a. Sharks are great swimmers because they have adapted ____ to help them swim.
A. teeth B. fins C. gills

b. Bears are able to survive winter months because they ____(do which of the following?).
A. hibernate B. hunt C. fish

c. Giraffes are able to eat acacia leaves because of their ____ necks.
A. long B. thick C. short

d. Skunks protect themselves using what defense mechanism?
A. scen; B. claws C. smell

READING

1. You are going to read a text about some characteristics of adaptation of camels and kangaroo rats to desert conditions. Look at the words and phrases highlighted in the text and at the picture related to the topic, and predict what helps some animals survive in their arid environment.

2. Find in the text boldface words that correspond to the following descriptions:
   a. take short, quick breaths; gasp;
   b. hole made in the ground (by rabbits, etc.);
   c. (of plants, animals) usual natural place and conditions of growth;
   d. to collect and keep for future use;
   e. condensed vapour on a surface;
   f. to protect; keep safe.

Animals can live in many different places of the world because they have special adaptations to the area they live in. An adaptation is a way an animal's body helps it survive, or live, in its environment.

Camels have many adaptations that allow them to live successfully in desert conditions . Deserts are hot and dry. Winds blow sand all around, so a camel has long eyelashes that keep sand out of the camel's eyes. Thick eyebrows **shield** the eyes from the desert sun. A camel can go a week or more without water, and they can last for several months without food. They can drink up to 32 gallons (46 litres) of water at one drinking session! Camels **store** fat in their humps. The fat can be metabolised for energy.

Some other desert creatures possess an even more amazing ability – they are able to live their entire life without drinking any water. These are kangaroo rats (genus Dipodomys), some unique wonders of creation. Kangaroo rats are small rodents with large heads and eyes and long tufted tails. They live in dry, hot, desert **habitats**. They can be found in Canada, the United States, and Mexico. They make their homes in dry, sandy or rocky soil with little to no vegetation. As their name suggests, they have powerful hind legs that allow them to jump like a kangaroo. Kangaroo rats can survive on a diet of dry seeds and obtain all the **moisture** they need from their metabolic water. They are able to do this because of their well-adapted body systems, which are highly efficient in conserving water. Kangaroo rats do not have sweat glands and do not **pant**, preventing them from losing water due to evaporation. Kangaroo rats spend the hot days inside their extensive underground **burrows**. The humidity is much higher inside the burrows, preventing the kangaroo rats from losing as much moisture through respiration as they would in the dry desert air.

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UNDERSTANDING WHAT YOU'VE READ

1. Supply answers to the following questions.
   a. How do a camel's long eyelashes and thick eyebrows help it protect its eyes from the sun?
   b. Where does a camel get energy for survival?
   c. How do you think the kangaroo rats' hind legs help them escape from predators?
   d. Where do kangaroo rats obtain moisture they need?
   e. What peculiarity of the kangaroo rats' organisms helps them to conserve water?
   f. If you were asked to write the concluding paragraph of the text, how would you finish the text?

2. Match the words on the left with their definitions on the right:

1) hump	a. (*pl. genera*) division of animals or plants within a family;
2) genus	b. a lump on the back, especially of a camel;
3) rodent	c. (degree of) moisture (in the air);
4) humidity	d. moisture that is given off by the body through the skin;
5) sweat	e. a small plant-eating animal with strong sharp long front teeth.

3. In your own words, explain the meaning of the following words and word combinations:
   the desert sun • to store fat • hind legs • sweat glands • tufted tails • drinking session • desert creatures • metabolic water • unique wonders of creation • dry desert air • underground burrows

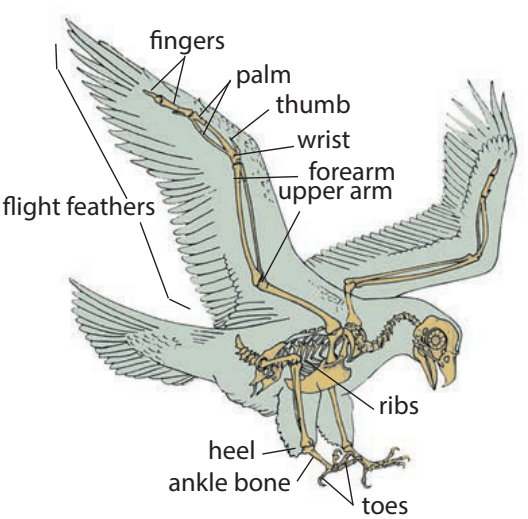
4. In small groups, brainstorm a list of appropriate titles to the text, then choose the best one. Justify your choice.

5. Fill in the correct form of *can, could* or *be able to*.
   1) _____I call you later tonight? 2) _____you, please, teach me how to fix my computer? I am not very good at it. 3) Such natural resources _____be found only in Africa. 4) Mary_____to count in French if she does her best to learn the numbers. 5) Such cars _____ often be seen in the streets of large cities in the 60s. 6) How _____you make such a mistake? 7) ____he _____to reach the customer if he calls him in the afternoon? 8) _____ I borrow your pen? 9) When George was young, he _____play the violin very well. 10) He is sure he _____to repair such engines when he grows up. 11) How many foreign languages _____you speak? 12) I _____buy this book today. The bookstore is closed. 13) My father's car broke down, so he _____take me to school by car. 14) I _____ help my mother with cleaning the house yesterday.

SPEAKING

1. Below are examples of the basic adaptations that help creatures survive:
   - shape of a bird's beak
   - the thickness or thinness of fur
   - the number of fingers and toes
   - the shape of the nose or ears
   - the colour of fur

   In small groups, discuss some more examples of basic adaptations of animals.



2. Use your imagination and explain.
   - How are the giraffes' long necks adapted to their lifestyle?
   - Why do giraffes have spots on their fur?
   - What is the purpose of the mane on a male lion's neck?
   - Why are polar bears white? How does a polar bear keep warm?

3. As a class, discuss how birds are adapted for flying. Describe the ways in which birds perform their major life functions.

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4. Tell another student which of the animals below are used in Moldova for:
   food • work • hunting/sport • entertainment (e.g. circuses/zoos).

   Dogs, foxes, monkeys, elephants, chickens, horses, rabbits, hares, pigs, cows, goats, sheep, wild boars, bulls, tigers, wolves, donkeys, roe, deer, weasels, hedgehogs, hamsters, pheasants, sparrowhawks, owls.

5. Work in pairs. Discuss the proof of the animal origin of man. Talk about:
   a. the development of scientific concepts regarding the origin of man;
   b. common features in the structure of animals and men.

6. Read the information in the Info Box, and match a picture of an organism with each kingdom. Talk about common features in the structure of animals and men.

Info Box

Today, most biologists consider that all organisms can be classified in five kingdoms: the Fungi kingdom (lichens, fungi imperfecti, etc.), the Protista kingdom (uni- and multicellular green algae, ciliates, etc.), the Monera kingdom (spirochaetes, green sulfur bacteria, etc.), the Plantae kingdom (flowering plants, coniferae, ferns, etc.) and the Animal kingdom (molluscs, round worms, invertebrates, vertebrates etc.).

LISTENING

1. You are going to hear a radio programme on page 129 in which two scientists talk about their answers to the following questions: a. What are some things an animal must do to live in its environment?
   b. How do protective coverings of different kinds help animals to survive in their environment?

2. Work in pairs. Listen and make notes about each speaker's answer. Try to include as many details as possible.

3. Complete the sentences below with suitable words or phrases. Use the information in task 2 to help you.
   a. In order to live in its environment an animal must be able to … itself and find … .
   b. Anything that helps an animal live in its environment is called … .
   c. The outer covering of an animal's body is called … .
   d. Skin is sensitive to outside … and pain.
   e. The body of a snake is covered with dry … .
   f. Baby chicks are covered with soft fluffy feathers called … .

4. Listen again and check your answers.

WRITING

1. Work in pairs. Read the text silently, then ask each other questions and answer them in writing.

Movement Systems

Most animals are mobile, and spend a considerable portion of their time and energy actively searching for food, escaping predators and looking for mates. The methods they employ, however, can be very different. Some animals, like a badger, crawl around searching for food. Others walk, run, or hop. There are animals that fly in the air, and some that dive and swim in the water.

The method of movement employed by an organism is a product of evolution. Different methods of movement reflect adaptations to different environments and ways of life.

2. Write an 80–90-word paragraph on how different animals adapt to their environment.

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Unit I

Lesson V
The Bounty of Nature

On earth there is no heaven, but there are pieces of it.
R. Renard

DISCUSSION POINTS

1. As a class, discuss the questions below.
   1) How would you describe the nature all around you?
   2) What does nature give us every day?
   3) Where can you go to see the "bounty of nature"?
   4) What part of Moldova's natural history are you most proud of?

READING

1. Read the following text, and be ready to discuss the connection between rain, plants and animals.

The Value of a Raindrop

By Tim Schneider

How many times have children been disappointed by the rain? How often through the generations that man has been on the earth, have we been upset about the weather because it ruined our plans? How rarely have we stopped to consider the miracle that nature gives us every day? If we stop to think about what it takes to create and sustain life on our little blue planet, we would understand better the value of even a single drop of rain.

Born in clouds from water vapour, our droplet of rain falls from the sky, landing with a splat that releases oxygen into the air; oxygen that humans and almost all animals need to survive. Also, it provides clean drinking water for plants and animals that cannot live without it.

We can see how important rain is when we look at the beautiful green of plants after a rainfall or the beautiful colors of flowers after a good spring rain. Healthy plants feed the animals that we use for meat. Humans also eat these plants as fruits, vegetables and cereal grains.

Clean, fresh water fills our rivers, lakes and ponds where thousands of species of fish live, breed and, in turn, feed thousands of species of waterfowl and mammals. Consider salmon who return from the sea each year to fight their way up a river to lay eggs. They become food for bears, eagles, wolves, otters, and many other animals.

So, how valuable is a drop of rain? That depends on how valuable food, fresh water and oxygen are to you. Without the rain, we wouldn't have the wealth that nature provides for us every day. So, next time you want to say, "Rain, rain go away...," think about another famous children's rhyme: "April showers bring May flowers."

UNDERSTANDING WHAT YOU'VE READ

1. Answer the following questions.
   a. How are the raindrop and nature connected?
   b. How are plants and animals connected?
   c. What do you think is the value of a raindrop?

Word Study

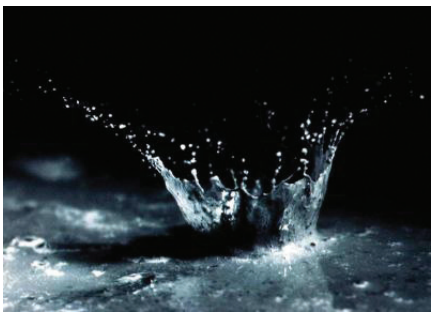
to sustain v. - to provide what is needed for (something or someone) to exist, continue

water vapour n. – water in gas form

splat n. – the sound water makes when it hits the ground

waterfowl n. – birds that live and nest in lakes and ponds

wealth ['welθ] n. – an abundance of anything including money



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2. Match the words on the left with their definitions on the right.

1) species	a. to produce offspring, give birth, hatch
2) cereal	b. a body of water smaller than a lake
3) pond	c. a group of closely related organisms
4) to release	d. a grassy plant such as wheat, corn or oats
5) to breed	e. to set free from confinement; to spread

SPEAKING

1. Read the descriptions of some world-famous arboreta, and match them to their locations.

1. With the largest collection of plants adapted to desert conditions, the Desert Botanical Gardens has more than 4,000 species including century plants, giant cacti and other unusual plants from the Sonoran Desert.

2. Despite being located in a northern country, the Butchart Gardens have plants in bloom most of the year due to a temperate climate. These gardens are located in an abandoned limestone quarry, making this the largest sunken garden in the world.

3. These botanical gardens were founded in 1950 by the Russian Academy of Sciences, and have over 10,000 species of plants and trees over 76 hectares. You can find several ponds and many species of wild birds enjoying the gardens as well.

4. Located in one of the most biologically diverse places in the world, the Walter Sisulu National Botanical Garden is backdropped by water falls, and has not only a large collection of mostly tropical plants, but also a wide diversity of birds and butterflies.

5. The Royal Botanic Gardens in this country contain the largest collection of living plants, with over 30,000. It was founded in 1759, and voted a UNESCO World Heritage Site in 2003. You can find everything from deciduous plants and cacti to carnivorous plants and the largest collection of herbs in these splendid gardens.

a. Kew, London, England; b. Gauteng, South Africa; c. Victoria, British Columbia, Canada; d. Phoenix, Arizona, USA; e. Chisinau, Moldova

2. In small groups of 4 or 5, create a poster about nature near your village or town, or about tree planting day in Moldova using the following guidelines.

1) What kinds of animals live near you in Moldova?
2) What are the areas of nature like where you live?
3) How does your community help keep nature clean and healthy?
4) What can you do to increase this?
5) Who does the planting?
6) What kind of trees are planted?
7) Why does the community do this?
8) Who benefits from the planting of the trees and how?

As a group, present your posters. Each person must speak about an aspect of the poster.

Info Box

Arboretum /ˌɑːbəˈriːtəm/, ***arboreal*** /ɑːˈbɔːrɪəl/ *and Arbor Day share the same Latin word for tree: arbor. An arboretum is a place to see trees and all sorts of plants. 'Botanical garden' is another name for an arboretum, and they can be outside, or inside a building for more tropical plants that need to be kept warm.*

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LISTENING

Listen to the dialogue about Arbor Day in the United States and identify the reasons that Jacky gives for planting trees.

1. Answer the following questions.

   a. What is Arbor Day?
   b. When was the first Arbor Day?
   c. When is Arbor Day celebrated in the United States?
   d. How is Arbor Day celebrated?

2. Discuss the following with a partner.

   a. Why does Jackie think trees are important?
   b. Do you agree or disagree with her? Why?
   c. What is John's attitude toward Arbor Day and planting trees?
   d. Like the rain, how are trees connected to everything?

WRITING

Remember – Words like *cactus and arboretum* come from Latin, so their plurals will be different (*cacti and arboreta*).

Common Latin and Greek Noun Endings

Singular ending		Plural ending
-a	→	-ae
-en	→	-ina
-ex	→	-ices
-is	→	-es
-itis	→	-itides
-ix	→	-ices
-on	→	-a
-um	→	-a
-us	→	-i

1. Using the provided chart, make plurals from the following words. If you don't know the words look them up in a dictionary.

   1) Index 2) phenomenon 3) appendix 4) formula 5) matrix 6) agendum 7) crisis 8) focus 9) radius 10) automaton 11) criterion 12) bacterium 13) genius 14) larva 15) fungus 16) alga 17) hippopotamus 18) vertebra 19) stimulus 20) thesis 21) alumnus.

2. Imagine that you are the director of the Botanical Gardens in Chisinau. You are trying to increase the number of visitors, especially foreign tourists. Write a publicity piece (advertisement) about the gardens, what you can do there and why it is important to see them.

3. Create a poster showing how the natural world is interconnected. Consider water, air, soil, plants, animals and humans. Explain how each affects the others.

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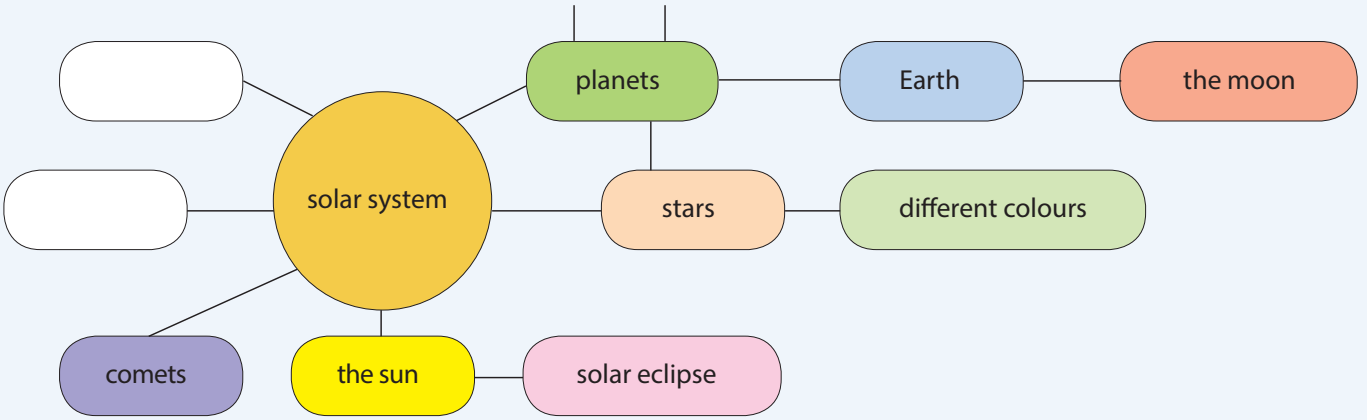
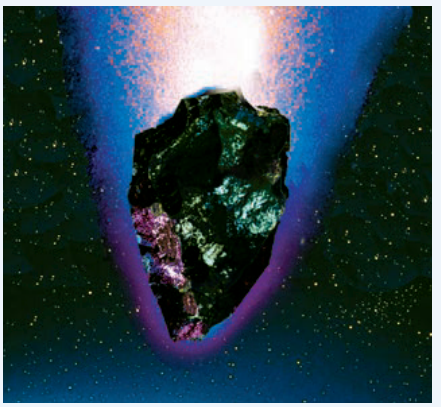
Lesson VI
Round up

1. Build a spidergram about our solar system. Identify the characteristics of each member of the solar system.



2. Look up information about comets, asteroids, meteors and meteoroids. Supply answers to the following questions:
   - What is the difference between an asteroid and a comet?
   - When does a comet have a tail?
   - What is a meteoroid?
   - What is the difference between a meteoroid and a meteorite?
   - What interesting facts about the tail of a comet have you found out?



3. Suppose your class could take a tour of the solar system right now. What planets would you like to visit? What would you like to learn about each of the planets you are going to visit? Role play an imaginary tour of the solar system.

4. It is well known that the sun moves about twelve miles a second towards the Hercules constellation. It carries the whole solar system with it, including the Earth. Use your imagination, and describe in a paragraph what might happen to our planet and to the whole solar system 200,000 years from now.

5. Read the information below, and state what parts of the animals' bodies can help them survive in their environment. How can some of them protect themselves against predators?

Platypus

The platypus, or duckbill, is a mammal, but it seems to be part bird, too. It has a body like a beaver and a bill and feet like a duck. A mother platypus gives milk, as all mammal mothers do, and she also lays eggs, as all bird mothers do!

Warning Coloration

Some animals have brightly coloured body coverings. Animals that stand out in their surroundings have an adaptation called warning coloration. Animals with this adaptation protect themselves from predators in an unusual way. Their bright colours warn predators to stay away. The monarch butterfly has warning coloration, and this helps it survive and protect itself against predators.

23

The Ship of the Desert

The camel's hump is not a big leather bag filled with water. Actually, the hump is filled with fat. There may be eighty pounds of fat or more in the hump, depending on the camel's size.

The fat provides energy to keep the camel going when there is not enough food for it to eat. If hard times last long enough, the camel's hump almost disappears.

6. True or false?
   - Mammals are **invertebrates**.
   - Animals that eat only plants are called **carnivores**.
   - Humans are **primates**.
   - A caterpillar is an example of a **larva**.
   - A **vertebrate** is an animal that has a backbone.

7. Study the information about bats in the Info Box; find some facts in other sources and describe the main characteristics of bats and their habitat.

8. Discuss each of the following in a brief paragraph.
   - Why do you think it is important to study animals?
   - Describe the main similarities and differences among various representatives of the five kingdoms of living things.
   - Describe the adaptations that allow various animals to live their entire lives in their environment.

9. Match a word from column **A** with a word or words from column **B** to form compound nouns.

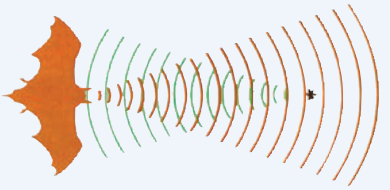
A	**B**
1) radio	a. -in-waiting
2) grass	b. method
3) maid-	c. making
4) infantry	d. rituals
5) point-by-point	e. room
6) strike	f. broadcast
7) waiting	g. reading
8) going-to-bed	h. outs
9) proof	i. lands
10) dress	j. man

Info Box

How a Bat Finds Food

Bats feed on small flying insects, such as moths. They use a special method to find them. Bats squeak as they fly.

When these squeaking sounds hit an insect, some of them are reflected back to the bat. It follows the echoes to the insect.



10. Work in pairs. Carry on a two-to-three- minute dialogue about the loyalty of some pets towards their owners. Discuss the following:
    - Are such virtues as love, devotion, care, faithfulness etc. characteristic only of people?
    - How do animals communicate?

11. Pick out the sentences of unreal condition. Translate them into your native language.
    1) We shall catch the train if we hurry up.
    2) Would you go to the skating-rink if he asked you to?
    3) If you see him, ask him to ring me up.
    4) She would not have gone to the park if it had been very cold.
    5) If we went to the wood, we would pick a lot of berries there.
    6) Where will you have to go if you are not well?
    7) What will you put on if the weather is very cold?
    8) What places of interest would you visit if you went to London?
    9) Where would you have gone if you had had a longer vacation?
    10) What would you have bought if you had gone to a grocery store?

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Lesson VII
Evaluation Test

A. Read the text and do the tasks associated with it.

You are going to read a story written by Doctor of Biology, former professor at the State University of Moldova Mina Lozanu (1929–2013). He spent many years travelling throughout Moldova, studying and observing animals' behaviour. He was also fond of writing stories on animal behaviour. All his stories are based on his own experience gained during his long scientific expeditions in the forests of Moldova.

Fidelity

The loyalty and faithfulness of dogs towards their owners have been widely described in different novels and short stories written by authors throughout the world. The dog is ready to sacrifice his life to save his master's life, and we all know the saying "as faithful as a dog".

At the same time, some scientists who have studied the behaviour of wild animals, state that wild animals can also show a special affection towards man.

During scientific expeditions, I was convinced by certain incidents that wild animals can also possess and show emotions, as well as be of help.

The wild sows "Capa", "Cicea" and "Hrunea" were raised at the nature reservation "Codru", where experiments to study the behaviour of wild animals were performed. They were so attached to me that they followed me everywhere in the forest. Capa, as a leader, trailed right behind me followed by Cicea and Hrunea, respectively.

One day I had to cross a valley covered by high, thick reed. Right in the middle of the valley, I came across a very large, wild boar. He was sleeping on the wet, cold ground in the shade of the thick reed. Upon seeing me, the wild boar jumped to his feet, roared with fury and then ran a distance of 5-6 m towards me. Then he started to circle round me, intending to attack.

I found myself in a terrible situation: a giant creature, of more than 300 kg in weight, with an open mouth, full of saliva, and very large, crooked, sharp teeth, with raised hair and bloody eyes was attacking me. My first instinct was to climb a tree, however no trees were nearby. I had nothing to save myself with.

I was very surprised to see how the tamed sows protected me. They began to move around, making the space between me and the wild boar larger and larger. After several rotations the wild boar backed off, and then turned around and ran into the forest.

I was saved.

B. Fulfill the following tasks.

1. Find in the text:
   a. a synonym for the verb '*to persuade*';
   b. an antonym of the noun '*hatred*';
   c. an adjective meaning '*loyal and true*';
   d. a verb meaning '*to go across*'.

2. Form:
   a. an adjective from the verb '*to save*';
   b. an adverb from the adjectives '*wild*' *and* '*faithful*'.
   c. an adjective from the noun '*fury*';
   d. a noun from the verb to '*see*'.

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3. ***Rise or raise?***
To rise means 'to get up', 'to move upwards', '(of the sun, moon, stars) to appear above the horizon', 'to reach a higher level or position'.
To raise means 'to lift up, to move from a low(er) to a high(er) level', 'to bring up for discussion' 'to grow or produce (crops), to breed (sheep, etc.), to bring up (a family)'.

1)The sun _____ in the East. 2) The monument to the ruler of the country was _____ in the middle of the city square. 3) They _____ a new point at the meeting. 4) I am an early riser, thus I _____ very early in the morning on weekdays. 5) The herd of cows _____a cloud of dust on the road. 6) The wounded horse was too weak to _____ on its hind legs. 7) Farmers have _____ a good crop of wheat . 8) His voice ____ in excitement.

4. Find in the text the word combinations given below, fill in the appropriate prepositions, and translate them:

To be ____ help; to be attached ____ somebody; to jump ____ one's feet; to roar ____ fury; ___ the shade ____ the thick reed; a mouth full ____ saliva; to find oneself ____ a terrible situation.

5. Answer the following questions.

a. Where did the action take place?
b. Why did the author find himself in a terrible situation?
c. How did the tamed sows protect the scientist?
d. What would you have done if you had been in the author's place?

6. Use the hints below to determine the correct main idea of the text.

a. Some wild and domestic animals might help and protect, and, sometimes, even save people's lives.
b. Domestic and wild animals do not usually hurt someone who has not hurt them.

7. Decide what is most important and valued in the text. What point is the author making in the text? Recall some other real-life situations in which animals helped people in danger to survive.

8. Add the plural ending where necessary:

1) saucepan	5) country-dance	9) weeping willow	13) blue helmet
2) shoemaker	6) bleeding heart	10) round up	14) sit-up
3) sonship	7) off-year	11) soot pit	15) outlaw
4) set up	8) passer-by	12) in-group	16) give-and-take

C. Vocabulary and Grammar

1. Change each feminine noun into the masculine form: *e.g. sow – boar.*
Shepherdess – ...; princess – ...; tigress – ...; fiancée – ...; sister-in-law – ...; queen – ...; landlady – ...; goose –...; mare – ...; witch – ...; duck – ...; hostess – ...; waitress – ...; duchess – ... ; niece - ... .

2. Fill in the noun form that is required because of the preceding word in bold type.
e. g. The decision faced **strong** opposition. The president could not ignore the **strength** of public opinion.
1) She was **not certain** that she would win. Because of this ... she could not concentrate. 2) Our granny **charmed** us with her pleasant voice. She never lost her... even when tired or disappointed. 3) They soon became **acquainted** with a lawyer, an ... which brought them many benefits. 4) You shouldn't feel **inferior** to your classmates. This feeling of ... causes you to be shy and retiring. 5) Temporarily we were **lodged** in the attic, but were promised to be given ... in a separate house. 6) "Where was he **born**?" "He is Spanish by ... and French by origin." 7) Why did you **refer** to only this source in your report? It is necessary to make ... to other authors in order to be more convincing.

3. Change the number of the noun in bold type making all the other necessary (pronoun and verb) changes.
1) Have you heard the **diagnosis** of a qualified physician? 2) This **formula** will hopefully prove the **basis** of all future projects related to Physics of Semiconductors. 3) They found this a difficult **thesis** to defend. 4) There were a lot of **cacti** flower pots in the room. 5) There are a lot of **hypotheses** about the appearance of life on Earth. 6) We don't have enough **data** to prove the **phenomenon** yet. 7) Detectives were on duty at the **terminus** of that airway. 8) We cannot find the clue to the new **enigma** of the universe. 9) A lot of people nowadays have to go through so many critical situations that can certainly lead to a psychological **crisis**.

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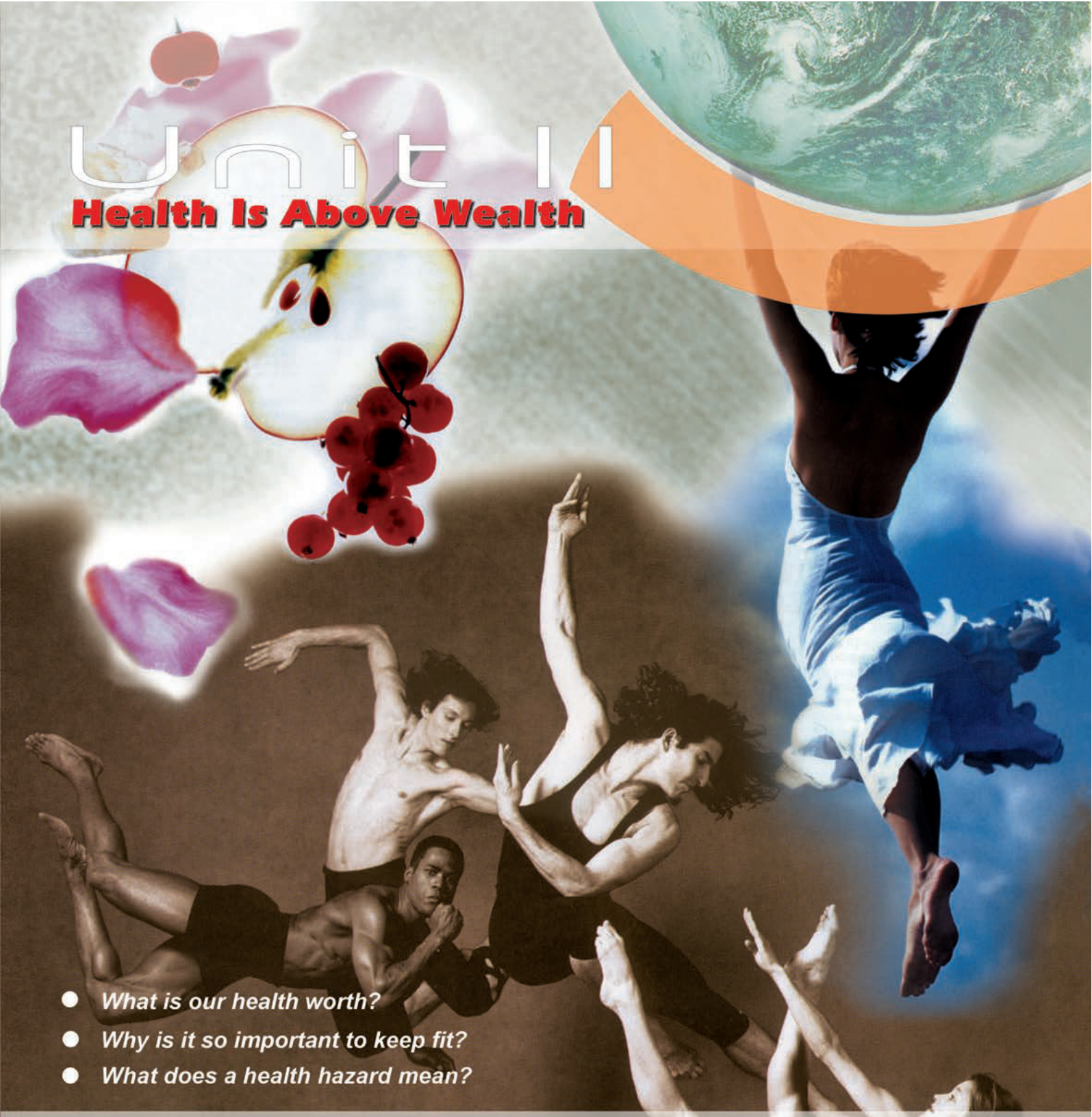
Unit II

Health Is Above Wealth



- *What is our health worth?*
- *Why is it so important to keep fit?*
- *What does a health hazard mean?*

Health is not valued until sickness comes.

Proverb

Unit II

Lesson I
Awakening the Heart and Soul

To ensure good health: eat lightly, breathe deeply, live moderately, cultivate cheerfulness, and maintain an interest in life.
W. Londen

DISCUSSION POINTS

1. In your opinion, what does "to be healthy" mean?
2. Is it important to keep fit? Why? Give reasons.
3. Suggest some ways of keeping fit. The images can help you answer this question.
4. Comment on the quotation of the lesson.

READING

1. Work in small groups. Brainstorm words you think are associated with the topic "Staying Fit and Healthy".
2. Consult the Word Study Box.
3. Predict the context for each of the words in the box.
4. Scan the text and check your predictions.
5. Skim the text and find out:
   a. what types of wellness it describes;
   b. what each of them means;
   c. how they are related to each other.
6. Read the text. While reading, try to find answers to the following questions.
   a. What are the benefits of exercising every day?
   b. How can we maintain and strengthen our mental and emotional health?
   c. How does our social heath relate to other people?
   d. Why is spiritual health considered to be highly individualized?

In the Pursuit of Wellness

Our body is an invaluable gift that dwells with us day and night throughout our entire life. It is very important that we should treat it well and keep it physically and emotionally healthy. Our body is like a castle that can keep us strong, graceful and active only by exercising it every day.

The health benefits of regular exercise and physical activity are hard to ignore. Regular physical activity can improve your muscle strength and boost your endurance. Exercise can help prevent excess weight gain. In fact, regular physical activity can help you prevent or manage a wide range of health problems and concerns. Exercise and physical activity deliver oxygen and nutrients to your tissues and help your cardiovascular system work more efficiently. And, when your heart and lungs work more efficiently, you have more energy to go about your daily chores. Regular physical activity can help you fall asleep faster and deepen your sleep. Exercise and physical activity can be a fun way to spend time. It can also help you connect with family or friends in a

Word Study

dwell v – to live, have as one's home

boost [bu:st] v – to raise or increase

tissue ['tɪʃu:] n – a substance forming the parts of living organisms

challenge ['tʃælɪnʤ] n – anything that commands effort, interest, feeling, etc.

neglected [nɪ'glektɪd] adj – forgotten, overlooked

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fun social setting. Exercise and physical activity are a great way to feel better, gain health benefits and have fun.

Taking care of your body is a powerful first step towards mental and emotional health. The mind and the body are linked. When you improve your physical health, you'll automatically experience greater mental and emotional well-being. Being emotionally and mentally healthy doesn't mean never going through bad times or experiencing emotional problems. The capacity to recognize our emotions and express them appropriately helps us avoid getting stuck in depression, anxiety, or other negative mood states. To maintain and strengthen your mental and emotional health means not to let stress and negative emotions build up. Try to maintain a balance between your daily responsibilities and the things you enjoy. If you take care of yourself, you'll be better prepared to deal with challenges when they arise.

No matter how much time you devote to improving your mental and emotional health, you will still need the company of others to feel and be your best. Social health involves your ability to form satisfying interpersonal relationships with others, as well as to adapt comfortably to different social situations and act appropriately in a variety of settings. Spouses, co-workers and acquaintances can all have healthy relationships with one another. Each of these relationships should include strong communication skills, empathy for others and a sense of responsibility. They should be based on trust, compassion, respect, acceptance and reciprocity. In contrast, traits like being shy, vindictive or selfish can have a negative impact on your social health.

Emotional health is in close connection with our spiritual health. Spiritual wellness is finding meaning in life events and having the ability to be compassionate towards others. Your spirit provides you with a revealing sense of who you are, why you are here and what your purpose for living is. The human spirit is the most neglected aspect of our selves. Just as we exercise to condition our bodies, we should take care of our spirit; in such a way we will be able to experience a sense of peace and purpose even when life deals us a severe blow. Spirituality is unique to each individual. A strong spirit helps us to survive and thrive with grace, even in the face of difficulties.

Remember!

prevent or protect?
To prevent means 'to stop something from happening or someone from doing something'.
To protect means 'to keep someone or something safe from bad things';

arise or arouse?
To arise (arose, arisen) means 'to get out of bed', 'to happen'.
To arouse (aroused, aroused) means 'to cause someone to have a particular feeling';

efficient or **effective**?
Efficient means 'able to work well/to produce the required result'.
Effective means 'which takes effect', 'which produces a good result'.

UNDERSTANDING WHAT YOU'VE READ

1. Read the statements, and say whether they are true (T) or false (F). If they are false, correct them.
   a. We can keep strong and healthy only by exercising every day.
   b. When you exercise daily, you feel sleepy, run-down and gloomy.
   c. When one is emotionally healthy it means he doesn't ever go through any problems or disappointments.
   d. Having a supportive network of family and friends is beneficial for our social wellness.
   e. Every individual is unique in his/her own way.

2. Find in the text synonyms for the words below:

a. whole	c. patience	e. equilibrium	g. revengeful
b. to disregard	d. to obtain	f. diversity	h. to prosper

3. Use a prefix from the box on the next page to form words antonymous to the ones given below.
   Valuable; regular; efficiently; connect; important; to estimate; responsible; attentive; prepared; personal; appropriately; comfortable; trust; ability; real; weight; capacity; satisfy; respect.

-un, -under, -dis, -ir, -mis, -im, -in, -over, -un.

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4. Match words from column A with words from column B to form meaningful phrases. Use them in sentences or short situations of your own.

A.		**B.**	
1)	to need	a.	on trust and compassion
2)	to avoid	b.	time to improving oneself
3)	to pay	c.	in close connection with someone
4)	to have	d.	to different situations
5)	to be	e.	getting stuck in anxiety
6)	to be based	f.	attention to one's needs
7)	to devote	g.	the company of others
8)	to adapt oneself	h.	a negative impact on something or somebody

5. Form nouns from the verbs given below. Use some of the nouns in sentences of your own.

to dwell	to deliver	to experience	to enjoy	to treat
to improve	to measure	to satisfy	to survive	to mean

6. a. Complete the scheme on the right with the most relevant and important information from the text.
   b. Take turns at sharing your notes with your classmates.
   c. Draw some relevant conclusions about how important it is to keep physically, emotionally, socially and spiritually fit.

LISTENING AND SPEAKING

1. In the scheme you have completed, how many empty spaces have you got? What are they? Think of a sentence to describe each of the three empty spaces.
2. Listen to some short passages on page 130. Take notes about each aspect of health described. Check them with your deskmate.
3. Listen again. Complete your notes with some additional information.
4. Enumerate some practices that enhance each of the three aspects of wellness.
5. Discuss how the other aspects of wellness (intellectual, occupational and environmental) relate to each of the aspects described in the text?
6. Summarize the information. Draw some reasonable conclusions.

WRITING

1. Fill in the correct preposition.

To benefit …	To take care …	To devote oneself …
To deliver smth …	To get stuck …	To have empathy …
To connect …	To be prepared …	To have an impact …

2. Fill in the gaps in the poem "A Bad Day" with the words below:

fight	more	overslept	bed	ankle
knees	toe	pouring	locked	keys

3. Which aspects of human health have been affected both directly and indirectly? Cite the poem to prove your answer.
4. Have you ever had at least one bad day in your life? In about 150 words write a paragraph or a short poem to describe it. Make use of the active vocabulary. Entitle it.
5. Write 4-5 sentences on the theme: *If we take care of ourselves we will be better prepared to deal with challenges when they arise.*

Info Box

A Bad Day

I … and missed my train,
slipped on the sidewalk,
in the … rain,
sprained my … ,
skinned my …,
broke my glasses,
lost my… ,
got stuck in the elevator,
it wouldn't go,
kicked it twice and stubbed,
my …,
bought a pen that didn't write,
took it back and had a … ,
went home angry,
… the door,
crawled into … ,
couldn't take any … .

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Lesson II
Never Doubt Who You Are!

Even when it seems that there is no one else, always remember there's one person who never ceased to love you - yourself.
Sanhita Baruah

DISCUSSION POINTS

1. Discuss how comfortable you are with yourself and the way you look.
2. Think-Pair-Share.
   a. Think of your strengths and weaknesses.
   b. Work in pairs. Find out about each other's strengths and weaknesses.
   c. Work as a class. Share (first orally, then in writing) the results with your classmates. Which characteristics are prevalent? Draw conclusions.
3. Do you accept yourself the way you are? Is the way you feel about yourself more important than others' opinions of you? Explain why?
4. Comment on the quotation of the lesson.

READING AND SPEAKING

1. In your own words, explain what the word 'action' means.
2. How do you act when you have problems or are disappointed about something? How do the actions you take help you to believe in yourselves and your abilities? Do the actions you take help you to overcome difficulties? Give examples.
3. Skim the text below to find out what two types of people it tells you about and how they differ from each other.
4. Read the text. While you read, find answers to the following questions:
   a. Why are people bored?
   b. What did Mahatma Gandi say about changing the world?
   c. How is it possible to reduce the amount of conflict in the world?

People have always wanted to be happier, thinner, smarter, richer, healthier and more beautiful. Most of them have and do become what they want to, some don't. Why? The answer is simple: action.

People who live their dreams out and put thoughts into action begin to realize that it is time to stop talking and start living. They know for sure that without action there is no change; without change there is no excitement. Without excitement life becomes monotonous and we become bored. Someone is bored because he has nothing to do; another one is bored because he has lost interest in something; the third gets bored because whatever he has to do has become boring; while some are just bored because of their indifference to the world they live in and because they are unwilling to take action even over a matter of great importance, be it for themselves or for those they are surrounded by. "I'm bored" is a useless thing to say. We live in a great, big, vast world that we've seen zero percent of. Even the inside of our own mind is endless; it goes on forever, inwardly. The fact that we are alive is amazing, so why get bored?

Word Study

wrong ['rɔŋ] v – to harm; to treat unjustly

inwardly ['ɪnwə:dlɪ] adv – toward the inside

crushing ['krʌʃɪŋ] adj – too many, too great or too much to be resisted

complain ['kəm'pleɪn] v – to say that something is wrong or not satisfactory

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Scientists say that 50 percent of the human personality is inherited; the other 50 percent is learned. What is learned can't be unlearned. If the glass can be half empty or half full, why opt for half empty? Why not expect change? What if we made a change in ourselves before hoping to change the world? Are we asking for people to be more loving, kind, and generous even though we haven't been loving, kind, or generous ourselves? This goes along with the quote by Mahatma Ghandi that says "Be the change that you want to see in the world." So, the next time you go off to change the world, you should make sure to refer to who you are inside and out. A cold heart can't warm a nation.

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars, to change the world. Start to imagine yourself living out your dreams. No more crushing feelings of disappointment or frustration. Trust yourself and the others will trust you. Love yourself and others will love you. Be more forgiving, and you will do a lot of good. If you forgive the person who has wronged you rather than seek to cause conflict, this would reduce the amount of conflict in the world.

Stop complaining, and get on with the day. Sure, there will be problems, but instead of complaining about them, focus on solving these problems. Or if you can't solve them, move on. Just don't complain about it. Stop weighing options, fearing failure, feeling hopeless – start living your own way of life, a free, healthy and optimistic one. Make your choice.

Believe in something big! Believe you can succeed and you will! Believe you can be happier, richer, smarter, more beautiful, more self confident, more successful, and you will! You will, because you deserve all these! You will, because your life is worth a noble motive!

5. Read the text more attentively. Get ready to fulfill the following tasks:
   a. tell whether the text is narrative, descriptive, persuasive or argumentative;
   b. find the repetitions and then tell what their role in each case is;
   c. express your opinion on the role of the interrogative sentences in paragraph 3 and how they contribute to our understanding of the main motto of this paragraph;
   d. discuss the effect of the sentences in the Imperative Mood from the last paragraphs.
6. Work in pairs or groups. Read the text again and:
   a. entitle each paragraph and express its main idea;
   b. share your ideas with the other pairs or groups. Choose the best variants.
7. Entitle the text. Think of a motto you consider suitable for the text.
8. Summarize the lessons we should learn from this text. How important do you think they are for us? How precious are such lessons for those who are pessimistic, low-spirited and discouraged?

UNDERSTANDING WHAT YOU'VE READ

1. Give full answers to the following questions.
   a. Why do some people succeed in making their dreams come true and others don't?
   b. Why is life for some people monotonous and boring?
   c. Why should one change oneself if one wants to live in a better world?
   d. How often do you tell yourself "I think I can"? Does it really work?
   e. Can you remember any situations when you succeeded in doing something just because you were confident you could achieve your goal?

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2. Agree or disagree with the statements given below.
   a. Without action, life becomes monotonous.
   b. A cold heart can't warm a nation.
   c. Love yourself and others will love you.
   d. Your life is worth a noble motive.

3. Find in the text sentences in the Imperative Mood. Then, answer the question "What are the pieces of advice we learn from the text"?, using the models.
   a. We are advised to/not to ... .
   b. We should bear in mind to/not to ... .
   c. One is supposed to/not to... .
   d. If we trust/don't trust ourselves we will... .

4. Comment on the ways of derivation of the given nouns.

change	dreamer	option	dream	phone
excitement	disappointment	matter	indifference	strength
belief	feeling	success	exam	choice

5. Fill in the correct pronouns.

Anger is not an easy emotion for us. ... get angry when no one listens to ... . We get angry when ... ideas are not heard. We get angry when ... are so exhausted that we find ... yelling at those ... love most. It is normal for ... to have feelings, and ... is normal for us to feel anger. Anger is only harmful when ... is held in. When we hold it in, ... builds up and we find ... exploding on innocent people. Then ... end up feeling bad about ... . We need to find safe places to let ... anger out. We can respect ... anger. ... is ... friend. ... lets ... know when something is wrong.

LISTENING AND SPEAKING

1. You are going to listen to an interview with a Japanese doctor (page 131). Before listening to the interview answer the following questions.
   a. What do you think 'lifestyle' or 'way of life' is?
   b. Does a lifestyle typically reflect an individual's attitudes and values only, or how he views the world he lives in?
   c. How is one's lifestyle dependent on the place he lives in and the people he comes into contact with?
   d. What does to live a 'healthy lifestyle' mean?
2. Listen to the dialogue. Find out why the Japanese live longer.
3. Listen again. While listening, put down words denoting foods.
4. Share the words with your classmates. Explain what they mean.
5. Tell how many of these foods you have tasted, when you have tasted them and whether you liked them and why.
6. What are the advantages of eating such foods? What are the disadvantages, if any? Give reasons.
7. Do you have any special dietary requirements or habits? Have you ever gone on a diet? Why? What were the restrictions and who advised you to do so?
8. Why should we be very careful when deciding to diet in order to lose weight? What are the repercussions of not following the specialists' advice?

Remember!

none or nun?
None means 'not any; no one; not one.
Nun means 'a woman who gives up many worldly things and lives a life devoted to religion;
way or weigh?
Way means 'style; method or direction'.
Weigh means to find the weight of something or somebody';
seek or sick?
Seek means 'to look for; try to find'.
Sick means 'in poor health; ill'.

WRITING

1. In about 80-90 words write a paragraph on one of the topics given below.
   a. "You can't live a positive life with a negative mind."
   b. "Don't rely on someone else for your happiness and self-worth."
   c. "Never bend your head. Always hold it high."

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Lesson III
Health Hazards

Attitude is a little thing that makes a big difference.

DISCUSSION POINTS

1. Consult the Info Box to find out what the word 'hazard' means. Suggest words synonymous with this noun.
2. What is an environmental hazard? An occupational hazard? Give examples of both environmental and occupational hazards.
3. In your own words try to explain what a 'health hazard' means. Give examples of health hazards.
4. Comment on the quotation of the lesson.

READING AND VOCABULARY

1. Read the letter. Work in small groups to reach an agreement on the following question: What else might have happened to the boy?

Dear Mother and Father,

Here I am lying in bed after my operation. I have a metal plate in my left leg. I can't walk at all. I shall have to lie in bed for another six weeks or more.

But this is not my only problem. I have a moderate cerebral concussion which makes me feel sick. The sharp headaches keep me sleepless the whole night through. These sleepless nights make me feel feeble and irascible.

My lower jaw aches a lot, especially when I eat. My whole body is covered with bruises and scratches. I've got a bad swelling under my right eye. Thank God, the oculist, who consulted with me yesterday, said there was nothing wrong with the eye itself.

Believe me, I can hardly remember what happened that day. The only thing I can recall is that we went to a bar and bought a bottle of vodka. We thought it would make us look older than we were. We started marching down the street to the car, drinking again and smashing everything in our way.

We got into the car and it was there that I fell flat on the back seat.

I recovered consciousness in hospital. It's like a horrible nightmare. I realize how lucky I was to have received the necessary medical help just in time. It could have been worse.

My dears, I'm very sorry for not having followed your advice. I just didn't think that drinking could kill people… Sorry for the trouble I have caused you. Hope to see you soon.

Love, your son

2. A sleepless night means a night without sleep.Give words corresponding to the following definitions. Use the words in sentences of your own:
   – people without homes
   – a child who cannot rest
   – a day without wind
   – fruit having no seeds
   – young people who are unthinking
   – a pain that does not cease

Word Study

cerebral ['serɪbrəl] adj – referring to the brain

concussion [kən'kʌʃn] n – shock to the brain caused by a blow on the head

feeble ['fi:bl] adj – weak

irascible [ɪ'ræsɪbl] adj – easily becoming angry

scratch [skrætʃ] n – a slight wound or graze

nightmare ['naɪtmeə] n – vivid frightening dream.

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– a story having no end – a foolish idea; having no sense
– a sting causing no harm – a marriage without love

3. Find in the text words which refer (directly or indirectly) to one of the five senses:
a. sight b. smell c. hearing d. taste e. touch

4. Read the following sentences. Translate the sentences, paying attention to the way you translate the word 'sense' in different situations.
a. This sentence doesn't make any sense.
b. I tell you, she is out of her senses.
c. I can't make any sense of what you want to tell me.
d. You behave as if you have taken leave of your senses.
e. There's no sense in going there at this late hour.
f. His sense of duty is extreme.
g. The difficulties he passed through will bring him to his senses.
h. Don't you see that she has no sense of humour?
i. What you really lack is common sense.

5. Skim through the sentences again and try to memorize all the word combinations with the word 'sense'.

SPEAKING

1. Give judicious answers to the following questions about the letter. Give reasons for your answers.
a. Where does the letter come from?
b. How badly has the boy been injured?
c. What are the consequences of his thoughtless behaviour?
d. What does the boy mean by saying: "It could have been worse"?
e. Why can't he remember all the things that happened to him?

2. Comment on the following statements made by the boy. Exchange ideas with your peers. Find out if they have the same points of view.
– I realize how lucky I was to have received the necessary medical help just in time.
– I'm very upset about not having taken your advice.
– We thought drinking alcohol would make us look older.
– I just didn't think that drinking could kill people.

3. Use the information from the Info Box and role-play a dialogue on the following:
– reasons why some young people make abuse of alcohol;
– the negative effects of excessive drinking;
– the impact it has on the person and the society as a whole.

4. Work in groups. Draw a T–chart. Place the expressions denoting short–term and long–term effects of smoking in the correct column. Draw up the necessary conclusions.
• Affects the taste of food • heart disease • ulcers • may cause coughs • bad breath • mouth infections • leaves yellow stains on teeth and fingers • emphysema • may decrease the ability to smell • can affect someone's performance in sports • chronic bronchitis • more prone to illness • a waste of money • lung cancer

Info Box

***Hazard** is a situation that poses a level of threat to life, health, property, or environment.*
As a noun it means:
1. [count] a source of danger.
E.g. Mountain climbing is full of hazards;
2. a possible source of harm. E.g. a fire hazard;
3. something on a golf course that makes hitting the ball into the hole more difficult;
4. an old and complicated dice game.
As a verb it means:
1. to risk losing (such as money) in an attempt to get, win, or achieve something. *E.g. He hazarded a small sum in a business venture*;
2. to offer, though you may be wrong. E.g. She was unwilling to hazard [=venture] a guess as to the outcome of the election.
Hazardous (adj) means:
full of risk; dangerous.

Info Box

• Alcohol is a drug! It damages the liver, stomach, and small intestines. It takes about three hours for the liver to break down the alcohol in just one drink.
• As alcohol travels through the bloodstream, it reaches all parts of the body. Within minutes, it reaches the brain and slows down its action. Alcohol interferes with memory and can produce hallucinations and seizures.
• Alcohol can impair sight, hearing, taste, smell, and touch – all of your senses, as well as muscle control.

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5. You have already learnt about two health hazards. Do you think taking drugs is another health hazard? What are your grounds for believing/not believing so?
6. Debate the following topic: "Drugs should/should not be legalized".

LISTENING AND WRITING

Before listening to the text "21st Century Diseases" (page 132).

1. Complete the **K W L** (Know/Want to Know/Have Learnt) scheme.
   a. Brainstorm words denoting diseases. Make a list of them.
   b. Think of key-words, terms, or phrases related to the topic. Record these in the 'K' column of your chart until you cannot think of more.
   c. As a class, discuss about what you wrote in the 'K' column.
   d. List in the 'W' column some thoughts on what you want to know or expect to learn, generally or specifically. You may want to ask questions in order to focus your attention while listening.
2. Listen to the information. In pairs or groups, list out what you learn as you listen, either by piece of information or after you listen to all the pieces, whichever is comfortable for you.
3. Listen again. While listening, or after you have listened to the text, check against the 'L' column, what you have learnt.
4. Take turns at discussing what you have learnt. Summarize what you have learnt. Draw conclusions.
5. Fill in the correct words: *junk, hazardous, genetically, hazards, additives, flavours.*
   1) Eating … food is a major cause of obesity.
   2) Food acids are added to make … "sharper".
   3) Flavours are … that give food a particular taste or smell.
   4) … modified food products generate many questions and controversy among consumers.
   5) Natural … are severe and extreme weather and climate events that occur naturally in all parts of the world.
   6) Biological substances are classified as … due to toxicity.
6. Fill in the most appropriate modal verb. More variants are possible. Comment on your choice.
   1) You ... follow the doctor's prescription if you want to get well soon.
   2) These vitamins ... help to overcome a loss of vitality.
   3) She ... ... eat less in order to lose weight.
   4) I don't feel good. ... I go out for a while?
   5) Why ... an ambulance always have priority?
   6) She ... tell me she is scared. I ... see it written on her face.
   7) My sister is ill so I ... ... go home and look after her.
   8) You ... speak louder; I ... hear you very well.

Remember!

to lie or to lay?
To lie (lay, lain) means 'to be in or move into a horizontal position on a surface'.
To lay (laid, laid) means 'to place something in a certain position';

whole or hole?
Whole means 'entire; full; complete'.
Hole means 'an empty space in an object; a small place in the ground where an animal lives';

letter or latter?
Letter means 'a written message'; one of the symbols in the ABC'.
Latter (comparative of late) means 'second of two';

affect or effect?
Affect (mostly used as a verb) means 'to have an effect on'.
Effect (mostly used as a noun) means the result of a particular influence'.

PROJECT WORK

Prepare reports on health hazards and century diseases to be delivered by you to the fifth or sixth forms. Consult the necessary sources of information to make your report as interesting as possible, and appropriate to the pupils' age. Draw some posters, charts or find other visual aids to make your presentation more impressive.

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Lesson IV
Citius, Altius, Fortius

For success, attitude is as important as ability.
Anonymous

DISCUSSION POINTS

1. Comment on the quotation of the lesson. Do you agree or disagree with it. Why? Why not?
2. Write the title "I think I can", either in your copybooks and/or on the blackboard. Brainstorm and write down what you think you can do. Out of the words written choose the ones denoting sports and games.
3. Draw a T-chart and classify the words into "Sports" and "Games". Tell the difference between sports and games. (Enter the Internet for more information). Complete the list with some other words and phrases.
4. Go through your lists again, and say which of the words refer to indoor and which refer to outdoor activities. Which of them refer to winter sports and which refer to summer sports.

Info Box

***Sport** comes from the Old French **desport** meaning **leisure**. Roget's defines the noun sport as an "activity engaged in for relaxation and amusement". The singular term "sport" is used in most English dialects to describe the overall concept (e.g. "children taking part in sport"). "Sports" is used to describe multiple activities (e.g. "football and rugby are the most popular sports in England"). American English uses "sports" for both terms.*

READING AND SPEAKING

1. Read the descriptions. Guess what sport or game each of them refers to. Match them with the captions.

1. This game is the most popular among other games and is very old. Its modern history began at the end of the 19th century in England. The first match was held between the teams of England and Scotland in 1874.
Nowadays it is played all over the world. Major international competitions including this game are the World Cup, the Olympic championship, the European Winners Cup, and the European Champions Cup.

b. Sports for the Tall

2. It has always been considered a topnotch sport. Tournaments are held all year round. The classification of the players is done separately for men and for women. At the beginning all the players were dressed in white.
The most important tournaments, called the Grand Slam, are the open championships of Australia, France, England and USA.
The first world championship was held in 1877 at Wimbledon.

a. The Queen of Sports

3. It was in the programme of the first Olympic Games. As a modern sport, it began to develop in the middle of the 19th century. It is divided into three main parts: running and walking, jumping and throwing.
The competitions are held in stadiums.
The performances in this kind of sport are measured, not in goals and points but in metres and seconds.

c. Gymnastics

4. It is an old kind of sport. It was forgotten for 15 hundred years after the banning of the Olympic Games.
It is a sport in which individuals perform optional and prescribed acrobatic feats on special apparatus. Nowadays championships include six exercises for men and four exercises for women. The competitors can get a total of 10 points for each exercise.

e. The White Sport

5. It appeared in 1891 in the USA. Its inventor, James Naismith, was teaching physical training in a college.
The first competitions were held in 1895 in the USA. It was included in the programme of the Olympic Games in 1936. It is an indoor court game between two teams of usually five players each who score by tossing the ball into a net open at the bottom.

d. The King of Sports

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2. Supply additional information about the sports you have read about on the previous page.
3. Speak briefly about any of these sports. Ask your classmates to complete your answers.

LISTENING AND SPEAKING

1. Answer the following questionnaire on the history of sports with true (T) or false (F). Correct the false statements, if you can.
   a. It is impossible to point to a date that marks D-day in the world of sports.
   b. Written records point to the first Olympic Games being held in 976 BC.
   c. The Ancient Olympics had two major events—the Equestrian and the Pentathlon events.
   d. The Olympic Games were held every five years for around 1200 years.
   e. The Roman Emperor Theodosius banned The Olympic events in 393 CE owing to the game's pagan origin.
   f. It was Pierre de Coubertin who revived the Olympic Games.
   g. Paris was the venue to restart the first modern Olympic Games in 1896.
   h. In 1944 the Olympic Games were held in Berlin.
   i. Only 4 women participated in the 1896 Olympic Games.
   j. Sport has an important role in building national identity and encouraging peace-building activities.
2. Look at the pictures. Whom do you recognize? Tell what kind of sport they practise and what you know about their performances.
3. Listen to some sport information (page 133), one by one, and guess what athlete each of them refers to.
4. Listen again. While listening, try to remember more facts about each personality. Share the information with each other.
5. What other interesting facts or information can you add to the ones mentioned?
6. How many of the athletes mentioned are professionals? Is anyone an amateur? Tell the difference between the two terms.
7. Do you agree that the majority of worldwide sporting participants are amateurs? If not, give sound reasons/examples to support your point of view.
8. Do you think it is difficult for amateur sportsmen to compete with the professional ones? Why or why not?

SPEAKING AND WRITING

1. Which of the sports described above are practised in Moldova? Do you know any Moldovan athletes who practise these sports? Share their names. What do you know about their performances?
2. What national champions in these and other sports can you name? What can you say about each of them?
3. The people on the next page represent Moldova's best sportsmen – champions in different sports. Do you recognize any of them?

Remember!

cite or site?
Cite as a verb means 'to mention something as proof for a theory'; 'to speak or write words from a particular writer or written work'.
Site as a noun means 'a place where something was, is or will be built, or where something happens';

career or carrier?
Career means occupation, profession or way of living'.
Carrier means 'a person that carries; a porter'.

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4. Match the picture and the name with the short descriptions. Role-play a dialogue about these sportsmen's performances. Add information about each of them.

Tudor Casapu

a) Brazilian draughts / Brazilian Checkers, World champion 1999

Nicolae Juravschi

b) Weightlifter, Champion at the 2012 Summer Olympics in London; silver medal at the 2011 European Weightlifting Championship in Kazahstan; gold medal at the 2012 European Weightlifting Championship in Antalya.

Larisa Popova

c) Weightlifter, World Champion 1990; Olympic Champion 1992

Oleg Moldovan

d) Sprint canoeist, 2 gold medals 1988 Olympics in Seoul; 1 silver medal 1996 Olympics in Atlanta; 8 medals in World Championships in 1989, 1990, 1991

Veaceslav Gojan

e) Chess grandmaster, Elo (FIDE) rating of 2700, number 18 in the world, won the 2005 Canadian Open Chess Championship; played for Moldova in the Chess Olympiads of 1992, 1994, 1996, 1998, 2002, 2004, 2006, 2008, and 2010

Anatolii Cîrîcu

f) Shooting /run target, bronze medal at the 2000 Olympics in Sydney

Viorel Bologan

g) Boxing, bronze medal at the 2008 Olympic Games in Beijing

Ion Dosca

h) Rower, silver medal in the 1976 Summer Olympics; gold medal in the 1980 double sculls competition

5. Using this and some other information you know, write short paragraphs about each of the people above.

6. Work in four groups. Choose one of the paragraphs below. Using the information in the box, rearrange the facts and write a paragraph. Choose a representative to share it with the other groups. Let them guess what sport each paragraph is about.

Romanian traditional sport; similar to baseball; two teams of 11 players each; one side is at bat; another side is at catch; at bat players have the task to open a play; they run the lanes; they should cross the escape line; at catch players are tasked to hit the players running with the ball; a leather spherical ball; filled with horse, pig or bovine hair; the role switch at half time; each team has a captain; the midfielder 2 is usually used as a captain; only two known federations.

Very popular; ancient Greece; originated in Great Britain; rules written down 19th century; first international matches 1902; programme of the Olympic Games 1908; square ring; encircled by ropes; referee; three rounds; to consist; three minutes each; 11 weight categories; not allowed to strike below the waist; sometimes to win a victory; knock out; gloves; stuffed with horse hair or sea weeds.

Modern form; Canada; national sport; popular; crowds of spectators; 1910 France; – the first European championship; 1921 – Olympic sport; played on artificial or natural ice; six players at a time; fast and exhausting; a puck and a plastic helmet; elbow and knee pads; mask for protection.

One of the oldest forms of combat; has its roots in ancient Egypt; brutal in many aspects; clothes consist of resistant trousers and a broad belt; the fight begins with a hand-crossing; takes place on a thick rubber mat; it involves grappling type techniques; you can't beat the fallen one; 3 rounds 3 referees; one wins by holding the other aloft; a demonstration performed at the first modern Olympics; Freestyle became an Olympic event, in 1904; women's freestyle was added to the Summer Olympics in 2004; a wide range of styles; up to 9 categories; has different names in different countries; rules differ slightly.

PROJECT WORK

Make an ample presentation about your favourite sport/athletes/team and deliver it in class.

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Lesson V
Human Virtues

We are what we repeatedly do. Excellence, then, is not an act, but a habit.
Aristotle

DISCUSSION POINTS

1. What is a trait? Is it the same as a virtue? Can you distinguish between them? If not, consult the Info Box.
2. Work as a class. Brainstorm words denoting traits. Write them on the blackboard and in your copybooks.
3. Choose from among the words you have written the ones that you consider denote virtues. Motivate your choice. Explain the words.
4. Choose a person you like or admire. Think about this person's character traits and select from the list of virtues below those that best characterize this person. Include, if you are able to, examples of specific actions this person has taken that demonstrate each of the chosen virtues. Feel free to add any other words denoting virtues: *fidelity, integrity, wisdom, persistence, altruism, forgiveness, gratitude, simplicity, tolerance, purity, gentleness, kindness, loyalty, honesty, humour, love, humanity, perfection, wholeness.*
5. Can a virtue be taught? If you agree, when do you think we should start doing it? Who do you think are the best at teaching virtues? Suggest some ways, you consider the best, of cultivating a set of virtues.
6. Comment on the quotation of the lesson.

Info Box

A trait *is something about you that makes you "you."*
A virtue *is a good moral quality in a person; or the general quality of goodness in people.*

READING AND SPEAKING

Before reading the text given below.

1. Skim the text to get a general overview of its content.
2. Scan the text to complete the scheme on the right.

Many years ago in a small Indian village, a farmer had the misfortune of owing a large sum of money to a village moneylender. The moneylender, who was old and ugly, fancied the farmer's beautiful daughter. So he proposed a bargain. He said he would forgo the farmer's debt if he could marry his daughter.

Both the farmer and his daughter were horrified by the proposal. So the cunning money-lender suggested that they let providence decide the matter. He told them that he would put a black pebble and a white pebble into an empty money bag. Then the girl would have to pick one pebble from the bag.

If she picked the black pebble, she would become his wife and her father's debt would be forgiven. If she picked the white pebble she wouldn't need to marry him and her father's debt would still be forgiven. If she refused to pick a pebble, her father would be thrown into jail.

They were standing on a pebble strewn path in the farmer's field. As they talked, the moneylender bent over to pick up two pebbles. As he picked them up, the sharp-eyed girl noticed that he had picked up two black pebbles and put them into the bag. He then asked the girl to pick a pebble from the bag.

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3. Find words in the text corresponding to the definitions:
   a. to want to have or do something;
   b. something, especially money, which is owed to someone;
   c. a small smooth round stone;
   d. a place where criminals are kept;
   e. to be scattered untidily over a surface.

4. Read the text for more details. While you are reading:
   a. find the sentences in the conditional mood and state what type of conditional it is. Give sound arguments;
   b. refer these sentences to the other 2 conditionals.

5. Take a moment to think carefully about this. What would you recommend that the girl do? Answer the question using the model below:
   - I would recommend that the girl + the Infinitive or +should + the Infinitive

6. Now, imagine that you were standing in the field. What would you have done if you were the girl? If you had had to advise her, what would you have told her?

7. Now find out what she did.

The girl put her hand into the moneybag and drew out a pebble. Without looking at it, she fumbled and let it fall onto the pebble-strewn path where it immediately became lost among all the other pebbles.

"Oh, how clumsy of me!" she said. …

The moneylender dared not admit his dishonesty. The girl changed what seemed an impossible situation into an extremely advantageous one.

8. Use your imagination. What do you think the girl told the moneylender?

9. Suggest an ending to the story. Listen to what the girl told the moneylender. Comment on it to show your understanding of the message of the text.

10. Compare the two characters. What human virtues would you attribute to the girl and why?

11. 'A vice' is a moral fault or weakness. It is the antonym of virtue. What vices would you attribute to the moneylender and why? Make use of the words from the list of vices on the right.

12. Entitle the text. Think of a moral to the text.

Remember!

vice or vise [vais] **?**
Vice means 'an evil; an immoral or wicked habit'.
Vise is 'a tool having two jaws used to hold an object firmly';
fumble or humble?
Fumble means 'to handle something awkwardly'.
Humble means 'not important; modest; respectful'.

LISTENING AND SPEAKING

1. You are going to listen to the story "The Emperor's Seed" on page 134.

2. Work in pairs or groups. In the time fixed by your teacher, write down as many questions as you can manage in order to learn as much as possible about the content.

3. Work as a class. Take turns at addressing questions to your teacher. But, all in all, you shouldn't ask more than 5 questions.

4. Based on the information you have received, try to predict the content of the story.

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5. Listen to the story and check your predictions.
6. Listen again. While you are listening, write down all the tense forms of the verbs you hear.
7. State the tense of the verbs you have written down. Give the infinitive of each of them. Give the three forms of each of these verbs.
8. Brainstorm answers to the question: How could Ling be the new emperor?
9. Compare your answers with the one provided by your teacher.
10. Think of an appropriate proverb, saying or quotation that could express the moral of the story. What lessons do you think we should learn from the story?

Remember!

owe ['ou] **or awe** ['ɔ:]**?**
Owe means 'to have to pay; to be indebted to'.
Awe means 'a feeling of wonder; dread mingled with revenge';

moral or **morale** [mə'rɑ:l] ?
Moral means 'referring to good human behaviour', 'lesson to be drawn from a story'.
Morale means 'feeling of confidence'.

WRITING

1. Form nouns from the words given below:

to choose	to judge	to grow	to fail
to insist	honest	empty	to vary
to laugh	to arrive	to survey	to greet
to appoint	to believe	to spot	to explain

2. Fill in with *all, each, every*.
1) … good things come to an end. 2) There are five leaflets – please take one of … . 3) … one present had to make a presentation. 4) We … feel that something is going wrong. 5) There were six new players invited. … of them represented a different team. 6) The play was great. I enjoyed … minute of it. 7) They see … other … now and then. 8) The flood took away … their belongings. 9) She bought three avocados at 23 lei … . 10) We have decided to go swimming … other Sunday.
3. Change the sentences into Reported Speech. You may use the following reporting verbs: *to say; to tell; to add; to conclude; to order; to promise; to announce; to inquire; to suggest; to deny; to advise; to ask; to forbid.*

The emperor said:
1) "I have decided to choose one of you."
2) "I will then judge the plants that you bring."
3) "Today one of you will be appointed emperor."
4) "Behold your emperor. His name is Ling."
5) "He was reading when I called him."

She asked:
1) "Have you got a spare room for me?"
2) "Why can't you call on us tomorrow?"
3) "Who did he give the letter to?"
4) "Will anyone replace me next week?"
5) "Do you exercise every day?"

4. Use the correct form of the verbs in parentheses.
1) That building (*to design*) by my father 2 years ago. 2) When I (*to enter*) the room, my sister (*to listen*) to the news. 3) After we (*to buy*) the present, we (*to leave)* for Mike's place. 4) You (*to drive*) all day. Let me drive now. 5) It was dark when we (*to stop*) by a policeman. 6) It is time to leave. You (*not, to pack*) your things yet? 7) Ann promised she (*to ring*) as soon as possible. 8) The teacher told us that the Earth (*to go*) round the sun. 9) She (*to look*) at the beast with awe and (*not, to be able*) to open her mouth. 10) If he (*not, to be*) as humble as that, he (*to have*) more success. 11) What you (*to do*) when the guests come?
5. Write at least 3 sentences for each of the patterns (a, b) given below. Make use of the words describing virtues and vices given on pages 40 and 41.
a. If you plant perseverance you will reap success.
b. If you plant laziness you will reap failure.
6. In about 120 words comment on the statement: *Most problems do have a solution, sometimes we just need to think in a different way.*

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Lesson VI
Round up

1. Read the poem "Keep Fit". Enumerate all the activities mentioned in the poem that help us keep fit.
2. Add any other activities that will prevent us from getting ill.
3. Change the poem into a narrative paragraph. Start it with: If we want to keep fit, we should/shouldn't …
4. Write at least 5 sentences using the pattern: *When we skip with a rope, we may have a lot of fun.*
5. Try your hand at writing short poems on the topic.
6. Agree or disagree. Tell why?
   a. We should stay positive and have fun.
   b. We should watch less TV and spend less time playing computer or video games.
   c. We should stop drinking, or drink fewer, regular soft drinks.
   d. We should eat less junk food and fast-food.
   e. We shouldn't smoke cigarettes, drink alcohol, or do drugs.
   f. We should get 9 to 10 hours of sleep every night.
   g. What we eat affects our body.

If you want to keep fit – why not go for a run?
Try skipping with a rope – that can be a lot of fun,
and don't forget dancing – that's also good for you.
Then, of course, there's swimming – you could try that too.

You might want to do a bit of running on the spot,
and try a few star jumps, or maybe quite a lot.
You could try bending over, so your fingers touch your toes,
Or kick your legs up so your knees almost touch your nose.

You could play a game of football – in fact I think you should.
And a quick game of tennis would really do you good.
Just walking at a fast pace will help to keep you fit.
Because you'll never stay healthy, if all you do is sit!

7. Read the short text below. Fill in the correct articles and prepositions.

A tired bird landed on a branch. (1) ... bird rested, enjoying the view from (2) … branch and the protection it offered (3)… dangerous animals. Just as the bird became used (4)… the branch and the support and safety it offered. (5)… strong wind started blowing, and the tree swayed (6)… such intensity that it seemed the branch would snap (7)… half. But the bird was not worried (8)… it knew two important truths. (9)… first truth – even (10)… the branch it was able to fly, and thus remain safe through (11)… power of its own two wings. (12)… second truth – it also knew that there are many other branches (13)… which it could temporarily rest.

8. Answer the questions below.
   a. How does the story of the tired bird relate to our own lives?
   b. What are the many so-called branches and trees on which we rely throughout the forests of our own lives?
   c. What are the sources of safety we should rely on in critical moments?
   d. What does the story tell us about our self-confidence and courage?
   e. When do we realize how far we can fly using our own power and abilities?
   f. Think of an adage, proverb or quotation that can serve as a lesson for us.

9. Match the words from column **A** with the words from column **B** to form collocations.

A		**B**	
1) to boost	6) to weigh	a. for the stars	f. one's endurance
2) to deal	7) to reach	b. on weight	g. records
3) to have	8) to get	c. consciousness	h. great skill
4) to put	9) to break	d. bored	i. options
5) to regain	10) to require	e. an impact on smb./smth.	j. with challenges

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10. Match the words in pairs of synonyms.

Basis; capacity; weak; valuable; hollow; to fight; to encourage; ability; excessive; feeble; irascible; foundation; to strive; precious; exorbitant; to promote; empty; irritable; to thrive; to succeed; excellence; superiority.

11. Give words opposite in meaning to the ones below:

a. careful	c. full	e. meaningless	g. polite	i. optimistic	k. to conceal
b. failure	d. hopeful	f. weakness	h. lucky	j. often	l. to respect

12. Complete the sentences with nouns and adjectives formed from the words in capital lettering.

a. Have you got a health ... . (**INSURE**)
b. We can't pay the whole cost for the ... . (**TREAT**)
c. Everyone should be able to practise … in life. (**FORGIVE**)
d. His … made him … as a team leader. (**PATIENT; SUIT**)
e. He seems to have … energy. (**EXHAUST**)
f. Their family had been marked out for…from the outset. (**FORTUNE**)
g. Her … and … were too great to forgive. (**DIFFER; VINDICTIVE**)
h. Her talent has always been … . (**ESTIMATE**)

13. Classify the following words under virtues or vices. Comment on your choice. Explain them. Use them in sentences, short dialogues or situations of your own.

Forgiveness; courage; greed; selfishness; tolerance; gentleness; aggression; tact; cruelty; loyalty; joyfulness; peace; anger; compassion; self-doubt; joy; dignity; motivation; patience; reliability; immorality; shame; despair; boredom; stubbornness; hope; uncertainty; disrespect; rudeness; integrity; tact; hostility; frustration; humility; joyfulness; discrimination; loneliness; purposefulness; reverence.

14. Fill in (a) few; (a) little.

1) Can I ask you … questions? 2) Get ready. We have … time left. 3) The salad needs … salt. 4) As she speaks … English, we can't understand her. 5) I know … English, so I need no interpreter. 6) Can I have … sugar in my tea? 7) We have visited London … times. 8) She has … friends because she is envious. 9) … luck and … friends make us rich.

15. Use the correct forms of the verbs in parentheses.

1) She (*to give*) a loud scream and (*to fall*) to the ground. 2) After questioning he (*to allow*) to go home. 3) They would have won if they (*to play*) a bit harder. 4) Although they (*to be*) defeated, they (*not, to lose*) heart. 5) Our teacher taught us that virtue (*to be*) its own reward. 6) The government has announced that taxes (*to raise*). 7) What would he have done if he (*to be*) there? 8) I am very sorry but I (*not, to finish*) reading the book yet. 9) They (*to go*) to town when I (*to see*) them this morning 10) I wish I (*to learn*) to play oina. They (*to say*) it is amazing.

16. Classify the following words into five categories, as shown below.
Running; baseball; chess; handball; cricket; high jumping; swimming; archery; marathon; hockey; rugby; darts; billiards; golf; skating; kickboxing; bowling; skiboarding; hiking; gymnastics; darts; bobsleigh; diving; javelin throwing; long jumping; water polo; canoeing; cycling; ski jumping; volleyball; weight lifting; wrestling; curling; taekwondo; oina; sky diving; sudoku; dominoes; discus throwing; snowboarding; badminton.

Sport	Game	Individual	Pair	Team

17. Write the plurals of the following compound nouns:

1) book binding	6) late-comer	11) Midfielder	16) output
2) son-in-law	7) moonlight	12) hand-crossing	17) monthly ticket
3) tablespoon	8) mill stone	13) money-lender	18) blueberry
4) round-up	9) co-worker	14) hanger-on	19) bypass
5) grab-bag	10) lifestyle	15) dry-cleaning	20) check-in

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Lesson VII
Evaluation Test

A. Read the text and do the tasks associated with it.

If Life Is a Game, These Are the Rules

Life has often been compared to a game. Unfortunately, we are never told the rules, nor given any instructions about how to play. We simply begin at "Go" and make our way around the board, hoping we play it right.

We don't exactly know the objective of playing, nor what it means to actually win. Therefore, what life is about, is rules. These are the guidelines to playing the game we call life, but they are also much more than that. Such rules can provide you with a basic spiritual primer for what it means to be a human. They are universal truths that everyone knows, but has forgotten somewhere along the way. They form the foundation of how we live a fulfilling, meaningful life.

The first rule is that "there are no mistakes, only lessons"; the growth of a human is a process of experimentation, a series of trials, errors and occasional victories. Just remember that failed experiments ultimately prove to be valuable lessons for the future.

Another rule of great importance is that "learning does not end". There is not a part of life that does not contain lessons that are to be learned. While your wisdom grows and your capacity to deal with challenges expands, new lessons will present themselves. So, one must embrace the role as a perpetual student of life. "What you make of your life is up to you" says a rule which tests people's responsibility, courage, power and taste for adventure. Every person creates his or her own reality and designs it according to his or her own authentic choices and desires, and by accepting the consequences of every deed, word and thought.

Each rule presents its own challenge, which in turn provides certain lessons we all need to learn. Some of the rules we are given are to be settled by us, and their purpose is to give us a "road map" to follow during our "game of life".

So, follow the rules which teach you how to conquer life's challenges, and manage its unpredictable ups and downs.

7 Rules of Life

1. Make peace with your past so it won't screw up the present.
2. What others think of you is none of your business.
3. Time heals almost everything, give it time.
4. Don't compare your life to others and don't judge them. You have no idea what their journey is all about.
5. Stop thinking too much, it's alright not to know the answers. They will come to you when you least expect it.
6. No one is in charge of your happiness, except you.
7. Smile. You don't own all the problems in the world!

Whisper of the heart

B. Fulfill the following tasks.

1. According to the text, life is about:
   a. problems b. love c. rules
2. Find in the text:
   a. a synonym of the word *'goal'*
   b. a noun corresponding to the definition *'lasting forever; eternal'*
   c. an antonym of the word *'a lie'*
3. Form:
   a. a noun from the verb *'to fail'*
   b. an adjective from the noun *'hope'*
   c. a verb from the the noun *'choice'*
   d. a noun from the adjective *'authentic'*
4. What does each of the rules teach us?
5. In your own words, explain the statement *'learning does not end'*.
6. Are the following statements from the text true (T) or false (F)? Explain why.
   a. "Failed experiments ultimately don't prove to be valuable lessons for the future".
   b. "So, one must embrace the role as a perpetual student of life".
7. In about 120 words, express your opinion on the following statement: *"What we make of our life is up to us"*.

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C. Vocabulary and Grammar

1. Encircle the correct variant.

   1) All the *(passer-bys, passers-by)* gathered at the place of the accident. 2) *(Is, are)* scabies an infectious disease? 3) We have got very *(few; little)* money. We won't be able to buy that cake. 4) He is *(so; such a)* smart boy. He won't *(do; make)* a fool of himself like that. 5) I don't like the soup. It doesn't taste *(well; delicious)*. 6) How sorry he is! He wishes he *(didn't insult; hadn't insulted)* his sister. 7) What *(an, the, -)* useful advice I have got! 8) The book *(which, whose, who)* cover is blue is mine. 9) Have you spent your vacation in *(the, -)* Carpați?. 10) *(The, a, -)* more you exercise, (the gooder, the better, the best) the results. 11) We will come to see you *(no matter, though, as)* how busy she is.

2. Write either a synonym or an antonym for each of the words below.

   To ignore; strength; failure; thoughtless; effect; difference; to pick up; laziness; valuable; aimless; efficient; selfish; empty; optimistic; feeble; to occur.

3. Use the following phrases in sentences or short situations of your own.

   A wide range of; to avoid doing something; to adapt to; to lose interest in; to be unwilling to; to weigh options; to be hopeless; to cause trouble for; to be popular; to win a victory.

4. Fill in the necessary prepositions.

   1) Who is running ahead ... us? 2) The last score I am aware ... is 3 ... 5. 3) He keeps fit ... eating a lot ... vegetables and taking long walks ... weekends. 4) How could they have got stuck ... the elevator? 5) We should never give ... ... the face ... difficulties! 6) Although the hail had no impact ... people, it brought damage ... many plants. 7) It is rather difficult to do away ... so many diseases. 8) She couldn't account ... the missing funds. 9) I was nearly ... the risk ... being ridiculed. 10) The girl burst ... tears when she heard she was not accepted to participate ... the conference. She had devoted two months ... writing the report.

5. Use the correct forms of the verbs in parentheses.

   1) They would help us, if we (ask) them to.
   2) She will succeed, if she (study) more.
   3) Who (look) after the house, if you go to the country?
   4) If I were you, I (not to give up) on my dreams so easily.

6. Match a word from column A with one from column B to form compound nouns.

A.		**B.**	
1) girl	6) out	a. lace	f. craft
2) friend	7) self	b. store	g. ship
3) drug	8) neck	c. control	h. hood
4) rush	9) well	d. being	i. water
5) drinking	10) witch	e. hour	j. put

7. Change the sentences into the Passive Voice.

   1) They reached Mr. Dorrit's rooms and lighted the candles.
   2) This news has amused the policeman.
   3) She had sent the letter before leaving Greece.
   4) She will not finish the work by 4 o'clock.
   5) I can't wear these socks; they are too long.
   6) How do movies influence people's behaviour?

8. Choose the best variant.

   1) The (moral, morale) … of this story is that one must see the progressive decline in the (moral, morale) … of the people at present. 2) He could (site, cite) (none, nun) of the web (sites, cites) he had used information from in his report. 3) An (efficient, effective) management leads to (efficient, effective) results. 4) Accidents (arouse, arise) from carelessness thus they should (arouse, arise) people's responsibility and awareness. 5) Lying and cruelty are (vices, vises) that (effect, affect) people's morality. 6) One can't (protect, prevent) the inevitable, but one can (protect, prevent) himself from being totally affected by it. 7) Why not (lay, lie) aside your knitting and (lay, lie) down for a while? 8) Her first view of Taj Mahal filled her with (awe, owe). 9) I think that you (awe.owe) your success more to luck than to your ability.

9. In writing, in about 120 words, comment on the statement: "*The home is the chief school of human virtues.*"

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Unit III

Home and Family Values

- *What does home mean for each of us?*
- *Why should the young be taught values?*
- *Is it a privilege to be able to work?*

Having somewhere to go is HOME.
Having someone to love is FAMILY.
Having both is a BLESSING.
Anonymous

Unit III

Lesson I
Home, Sweet Home

Houses are built to live in and not to look on.

DISCUSSION POINTS

1. Do you live in a house or in a flat? What are the advantages of living in such places?
2. What is the difference between a house and a home? Consult the Info Box, if necessary. Study the words and phrases below and explain them. Use them in examples of your own, to prove your understanding:
   • *house-raising, to keep house, household, housekeeper, housemaid, house wares, house party, housewife, housework, to go house hunting, to be under house arrest, the House of Commons, the House of Lords, the House of Representatives, House of God*
   • *homeland, hometown, homelike, homemade, home bred, homeless, homeowner, homestead, home schooling, homesick, homework, to make oneself at home, to feel at home*
3. Comment on the quotation of the lesson.

Info Box

*The English word '**house**' derives directly from the Old English '**Hus**', meaning '**dwelling, shelter, house**.' Any structure used for residence is a house. A home is described not only as a place where you reside, but also as a place where you are comfortable, feel safe, and really feel at home in. A spot in the middle of the woods can be home for you, if it is a place where you feel most comfortable and safe.*

READING AND SPEAKING

1. Read the title of the text below. Judging by the title, predict what the text will tell you about 'home'.
2. Skim the text to identify the main idea of it.
3. Read the text. While reading, write down the words that are new to you.

The Home Is Everything

Our home is our castle. We use it every single day. It is where we eat, sleep, relax and most often where we are our true selves. It is our home where we meet with the rest of the family, be it spouses, parents or children. It is a quiet place we trust, and where we feel at ease with our feelings, health, the loved ones and life.

Our home plays a role in so many areas of our life. It sends us out into the world each morning and then we come back to it each night. It is the first thing we encounter before we are ready to face our day and the last thing surrounding us when we close our eyes at night.

Our home can either make us great and important or small and insignificant. Thus, we can either look forward to that threshold or dread opening the door; we can either long for our cozy corner or rather not hurry home.

Our home is part of our self-definition. We may use our homes to help distinguish ourselves from others. We and the places where we reside are engaged in a continuing set of exchanges; we have determinant, mutual effects upon each other because we are part of a single, interactive system.

Sometimes, we give our home so little attention. Many of us neglect the impact our homes have on our daily lives. We don't see how our living space affects our mood, our health, our relationships and our career success. It is our duty to work together with our space to create a home that supports who we want to be, and where we want to go. Therefore, it is quite necessary that we should put time, energy and intention into setting this space up in a way that will fully support us. Consequently, if as they say, 'home is where the heart is', then by its most literal definition, our home is wherever we are, wherever we feel safe, wherever we are waited for, wherever we long to return every day and feel cozy, and loved.

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4. Peer teaching. Take turns at teaching the new vocabulary. Help each other with the explanation/translation of the words each of you has written down.

5. Read the text again. Be ready to fulfill the tasks that follow.
   a. Form nouns from the following words: *to meet; to surround; to reside; safe; long; true; to neglect; to feel; cozy*.
   b. '*It is our home where we meet…*' is a cleft sentence. Find other cleft sentences in the text. Make up some other cleft sentences using the content of the text.
   c. Tell what the role of the repetitions '*Our home…*' and '*wherever*'… *is*.
   d. Ask each other questions on the text and answer them.
   e. Review what you have learnt about how important our home is and conclude why we say that our home is everything.

Remember!

quiet or ***quite?***
Quiet means 'making very little noise'.
Quite means 'completely';

night or ***Knight?***
Night means the part of every 24-hour period when it is dark;
Knight means 'a man with a high rank who has the right to be called 'Sir';

lose or ***loose?***
Lose means 'not to have any longer; be unable to find'.
Loose means 'not fastened or attached; not bound together'.

LISTENING

1. Before you listen to the information about houses in Great Britain.
   a. Tell the difference between *a detached house, a semi-detached house, a cottage* and *a mansion*. If you cannot, then.
   b. Guess which is which from the descriptions given below:
   - a large house; stately residence;
   - a small house, especially in the suburbs or the country;
   - joined to another house by a common wall;
   - separate from others.

2. Go through the following list of words: *posts, blocks of flats, selling, garden, separate, estate agent, For sale, detached house, buying, privacy*. Make sure you understand all of them. Then use each of them in the right place.
Almost everybody in Britain dreams of living in a …; that is a house which is a … building. A small detached house, surrounded by a … ensures privacy. Most people try to avoid living in … . Flats, they feel, provide the least amount of … . If you want to buy a house, you can go to an … . These companies act as "go-betweens" for people … and … houses. You can also spot houses for sale by the "…" signs which are put up on wooden … outside the houses concerned.

3. Listen and check.

4. Listen to the next passage then answer the 2 questions given below:
   a. What other types of houses have you heard about?
   b. Where does the urban population usually spend their vacation?

5. Listen again. Put down the descriptive words and phrases that you hear. Translate them into your native language. Give the context they are used in.

6. Listen and complete the following sentences.
   a. The special loan paid by those who buy a house is called a … .
   b. A terraced house is one of the houses… .
   c. Houses come in various … .
   d. It is … that help people going on vacation to find the best location.

7. Create and role-play a dialogue about houses in Great Britain. Make use of the active vocabulary.

SPEAKING AND WRITING

1. Scan through the advertisements on the next page and find:
   a. the types of houses they advertise;
   b. the cheapest house;
   c. the most expensive house;
   d. the house with two brick-built garages to the rear;
   e. the house with gardens to the front and rear;
   f. the house with a lounge.

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Spacious brick-built town house. Large gardens to the back. Generously proportioned. Accommodations well suited to a family. 3 bedrooms and a lounge. Vehicle access to the rear. Ample space for parking. Convenient to a number of local amenities around Lake Area.

Price 84.500

Attractive detached bungalow. Conveniently located; half a mile from various amenities. Gardens to the front and rear. Attached garage to the side. Spacious hall and dining room. 3 bedrooms with a nice view of the gardens. Benefits of modern fitted kitchen units with built-in oven, sink unit and cupboard. Gas central heating.

Price 67.480

An attractive semi-detached house. Parking for 2 cars. 2 brick–built garages to the side. 2 bedrooms with built–in wardrobes. Built–in storage cupboard in the kitchen. 2 bathrooms with tiled walls and floor. Large lawn front garden with road parking. To the rear, lawn garden with patio and vegetable patch. Close to local schools and shops.

Price: 53.200

2. Work in pairs. Discuss with your partner which of the three houses you would prefer, and the advantages and disadvantages of each of them. Here are some things to compare: position, amenities, size, accommodation, price etc.
   Make use of the following words and phrases: *on the one hand; on the other hand; however; moreover; while; nevertheless; by the way; both of; neither of; in fact; on the whole; as a result; in spite of; on the contrary; finally; and yet*.

3. Switch partners. Role-play a dialogue between a buyer and an estate agent. Try to negotiate and purchase a house you like at a lower price. Use words from listening, from the ads, as well as from those given below.
   To make a bid; to be selling very fast; to afford; to go down/up; good investment; the stock market; decline in housing prices; family income; take a loan; last offer; special price; to be worth the price.

4. Match the words in pairs of either synonyms (S) or antonyms (A).

A		B	
1) roomy	6) to exclude	a. to include	f. spacious
2) less	7) to refuse	b. similar	g. to hate
3) up-to-date	8) different	c. inconvenient	h. modern
4) to dislike	9) attractive	d. opportunity	i. more
5) disadvantage	10) convenient	e. repulsive	j. to accept

A Cottage

5. Complete the sentences with the correct prepositions.
   1) Who was the one you ran … yesterday? 2) I don't know what he is proud … . 3) Who will he go there …? 4) What are you dreaming …? 5) What is this space …? 6) What does this house benefit …? 7) What do you need two garages …? 8) She doesn't want anyone to depend … . 9) What is the price you've bought the flat …?

6. Fulfill the tasks below.
   a. You have a house for sale (or a cottage, as the one on the right). Advertise it. Include all the necessary information.
   b. In about 100 words describe the house of your dreams, the one you would like to live in.

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Lesson II
Family – God's Masterpiece

Family is where life begins and love never ends.

DISCUSSION POINTS

1. What is marriage? Why do people get married?
2. What is the best age to get married? Motivate your answer.
3. In your opinion, what does a successful marriage mean?
4. Complete the sentence in your own way:
   The key to a happy marriage is …… .
5. Comment on the quotation of the lesson.

Info Box

*The word '**marriage**' derives from Middle English '**mariage**', which first appears in 1250–1300 CE (Common Era). This in turn is derived from Old French '**marie**' (to marry) and ultimately Latin '**maritare**' meaning to 'provide with a husband or wife'.*

SPEAKING AND WRITING

1. Brainstorm words referring to marriage.
2. State the difference between a civil marriage and a religious one.
3. Express your opinion on each of the 3 basic elements of a marriage. How important you think each of them is.
   a. the parties legal ability to marry each other;
   b. mutual agreement of the parties;
   c. a marriage contract as required by law.
4. Look at the Marriage Box below. Take your time to complete it in your own way.

Most people get married believing a myth that marriage is a beautiful box full of all the things they have longed for:…… .

The truth is that marriage, at the start, is an empty box. So, you must put something into it before you can take out, such as …… .

There is no (love, hope, happiness, etc.) in marriage. Love (patience, tolerance, etc) is in people, and people should put …… in marriage. There is no …… in marriage. …… is in people, and people should put … in marriage. (You may continue with a list of other values). A couple must learn the art of …… and forming the habit of forgiving, of …, of …, etc in order to keep the box full. If you take out more than you put in, the box will be … (TMEPY). And then ……?

5. Write about the consequences and suggest solutions to solving the problems that might appear if the box gets empty.

READING AND SPEAKING

1. Define the word 'family'. Who does it include?
2. Do you have traditional family values? Name some of them.
3. How do you determine your family values?
4. Scan the text to find other definitions of the word 'family'.
5. Read the text. While reading, find answers to the following questions.
   a. Where should values be taught and learnt?
   b. How should values be taught in the family?
   c. Is teaching values a short or long process?
   d. Why should the young be taught family values?

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The word 'family' has multiple meanings in the dictionary. It is 'a social unit living together' or 'parents and their children, considered as a group, whether dwelling together or not'. In a broader term, relatives can also be added to this group. However, family is much more than that. For each individual, family is the cradle of life and love where they are born and grow. It is the first learning place of an individual in this world. Starting from childhood until old age, he learns everything from his family. He learns how to love, how to behave, how to come along in life, all from his family. These all are values that should be taught and learnt in the family. People do not suddenly become honest and responsible when they become teenagers or adults. The development of these values is a long process.

Info Box

*A '**family**' (from Latin familia) is a group of people affiliated by recognized birth, by marriage, or co-residence and/or shared consumption. It is a social unit consisting of parents and their children, considered as a group, whether dwelling together or not.*

The family unit is that community of people in which moral values are taught and the spiritual and cultural heritage of society are passed from generation to generation. Parents have both a right and a duty to educate their children. Adults within the family give children people to identify with, examples to learn from, values and traditions to uphold, and a support system to turn to in times of need. It is not enough to set a good example; adults must also live by these examples. Valuing oneself and others is a powerful model. In addition to how we treat family members, it includes how we treat others as adults, and how we treat and talk about others outside the family. It has to do with how we lead our lives.

By promoting honesty, integrity, commitment and loyalty, parents encourage respect for self and others and tolerance of differences. When teaching their children such values, adults set a personal example of consideration, kindness, fairness, compassion and generosity toward others. They foster their children to become good citizens and appreciate doing things which make life better for self and for others.

Identifying and communicating the values of the family can be helpful in making personal decisions, in helping to manage time, energy and resources to the fullest, in helping one to know oneself better and eliminate some of the confusions in life. This process of teaching values, by no means, will help children formulate their own desired system of values and try to act or behave in accordance with their values. It will also help them to better understand and respect others who have different values.

6. Read the text again and pay attention to details. Remember as much information as possible.
7. Ask each other questions on the text and answer them.
8. Agree or disagree with the statements below. Tell why.
   a. Children can learn nothing when they are very small.
   b. It is parents' example that children learn from.
   c. It is very important to identify and communicate the values of the family.
   d. Learning about family values can't help the young generation to respect those who have different values.
9. Identify the theme and the main idea of the text.
10. Entitle the text. Explain your choice.
11. Summarize the text.

WRITING

1. Find words in the text corresponding to the definitions below:
   a. a small bed for a baby
   b. to start to exist
   c. to defend or maintain
   d. to live in a place
   e. the importance of something
   f. to remove or take away

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2. Supply either a synonym (S) or an antonym (A) for each of the words below:

multiple	to dwell	to start	different
to love	internal	inheritance	broad
powerful	inside	responsible	wasteful
greediness	helpful	loyalty	modern

3. Form other parts of speech from the words below:
unit; to grow; to communicate; important; to develop; spirit; courage; long; desire; respect; to marry.

4. Use the information from the text, and write some sentences using the following joining words/connectors: *on the one hand; on the other hand; moreover; in addition; what is more; even though; for instance; in other words; since; therefore; for this reason; as long as; indeed; first; second; moreover; on the whole; besides; to conclude; all in all; thus.*

5. Go through the text again and write down all the words denoting values. Explain the meaning of each of them. Suggest a context or situations to prove your understanding of each value.

6. Discuss which of these values your families teach and appreciate.

7. Here is a list of other values: *wealth; intelligence; integrity; freedom; personal growth; success; learning; happiness; wisdom; friendship; fairness; patience; open-mindedness; education; compassion.* Look them over and...
a. Circle all that seem important to you. Add some other values you consider of great importance to you.
b. Rank your top five values in order of importance, 1 to 5.
c. Discuss your top 5 values.
d. As a class, discuss common values within your family units. Make use of the active vocabulary.

8. Fill in the correct articles and prepositions.
Values are a society's general ideas about what is perceived as good and desirable for … society. … example, liberty and … pursuit … happiness are values that people all over … world hold dear. Values … life are something that is extremely important to have. … values many families care … consist ... ideas passed down … generation … generation. Family values are important … many different levels of … family structure. Therefore, having solid family values helps people make … right decisions … life;… decisions they make both within … family structure and outside … it. Making … decision can be difficult; … people may feel helpless. Families … defined values are able to stand strong … their views despite other people's efforts to break … with opposing beliefs. … addition, when family members feel weak from … cold outside world, they know they can come … their family for …warm comforting connection.

9. At home, with all your family members, talk about family values and in about 80-90 words write a paragraph about your family values. Draw your Family Values Tree. Share it with your class. Make use of the Family Rules rubric on the previous page.

Info Box

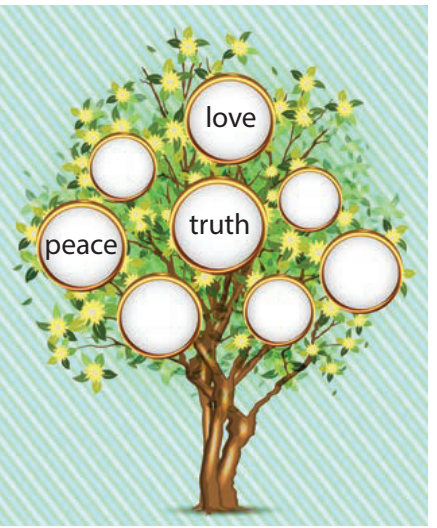
to marry someone *(Jack married Alice two years ago);*

to marry someone to someone else *(- Whom did they marry their daughter to? - To Bob);*

to get married to *(He got married to Jill);*

to be married to *(I have been married to my husband for 40 years);*

to marry for love,
to marry into a family *(How lucky she is. She has married into a royal family).*



Remember!

marry or ***merry?***
Marry means 'to become legally accepted husband and wife'.
Merry means 'happy or showing enjoyment';

main or ***mane?***
Main means 'larger, more important or more influential'.
Mane means 'the long thick hair that grows along the top of a horse's neck';

fair or ***fare?***
Fair means 'treating someone in a way that is right and reasonable'.
Fare means the money that you pay for a journey on a vehicle'.

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Lesson III
Running Errands

Work spares us from three great evils: boredom, vice and need.

DISCUSSION POINTS

1. Work in pairs. Discuss the following.
   a. What is an errand? Give examples of errands people usually have to run.
   b. Who usually runs errands in your family? Is it a pleasure or a duty?
   c. How you feel about running errands. Make use of some of the given adjectives: *good; bad; enthusiastic; run-down; comfortable; glad; honoured; important; bored; satisfied; great; anxious; cheerful; infuriated; supportive; delightful; sick and tired; annoyed; horrified; overwhelmed.*
2. Take turns at telling the other pairs what you have learnt about your partner.
3. Work as a class. Answer the questions below.
   a. How often do you have your foot-wear repaired? Your clothes cleaned? Your hair cut? Your trousers/dress mended? Your skirt narrowed/shortened/taken in?
   b. How many times have you run such errands? How did you feel?
4. Comment on the quotation of the lesson. What does it teach us?

Info Box

*An **errand** is a short journey undertaken in order to deliver or collect something, especially on someone else's behalf. From Middle English '**erande**,' **erende**, meaning errand, message; mission; embassy; business.*

SPEAKING

1. Mention everyday services that are provided in the place you live in.
2. Match the words with the pictures. Pay attention to how we write the places we go to (*at the dentist's*) in order to benefit from this or another service, that is "*to have something done*' by somebody else:

   at the tailor's | at the watchmaker's | at the dressmaker's
   at the dry-cleaner's | at the hairdresser's | at the dentist's

3. What services do you benefit from at each of the above-mentioned places? Use the patterns:
   a. We (can) have our …… repaired at the .... .
   b. One may/can have his/her ….. at the .....

LISTENING

1. You are going to listen to some short dialogues. Before listening, fill in with one or another homonym.

At the Dry-Cleaner's

– Good morning. Could (*I/eye*) have this skirt cleaned, and this sweater, please?
– Certainly. We do all kinds of services. (*wood/would)* you like the skirt reproofed? You'll have to pay two (*lei/lay*) extra for this.
– Yes, (*I'll/isle*) have it down. And could I have this blouse (*died/dyed*) (*blew/blue*)? It has faded.
– Yes, of course. That will be 20 lei all together. (*here/hear*) is your receipt.
– Thank (*u/you*).

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2. Listen and check. List the services one benefits from at the dry cleaner's.
3. Listen to the next dialogue. While listening, in the list below, check (✓) the words and expressions you hear:
   ordinary letter; parcel; money order; receipt; registered letter; a package of envelopes; stamp; registration fee; to pay a bill; counter; addressee; postal code; return address; recorded delivery; to mail a package; a mail order.
4. Recall the sentences the checked words were used in.
5. Explain or translate the unchecked words. Use them in short dialogues of your own on the topic "At the Post Office".
6. Role-play visits to the social service places you have learned about. Feel free to choose any other type of services you have addressed recently to. You may want to speak about the makeup artist, the dentist, the manicurist, the car repairer, the stylist, the pharmacist, the shoe repairer, etc. The words below will help you:
   a. *to damage; to have one's shoes soled/heeled; shoe polish; repair/glue; to fall apart; the front/back/side seam; broken heel; total restoration; insole; heel cup; to attach a sole;*
   b. *balancing; accident; insurance; engine; fuel; filter; excessive speed; pressure; protective; safety; fault; gears; thermostat; valve; vehicle; lights; wheels; ignition; hazard;*
   c. *abscess; ache; decay; wisdom tooth; treatment; tooth paste/brush/pick; hygiene; prevention; protect; filling; cavity; anesthesia; consultation; injection;*
   d. *to have a cut/a trim/a buzz cut; to shampoo; colour treatment; split ends; blow dryer; gel/mousse; the top/sides of the head; a whole new look.*

READING, SPEAKING AND WRITING

1. Judging by the title, try to predict what the text below will tell you about shoes.
2. Scan the text and:
   a. Find words denoting periods of time, and tell how each of them relates to shoemaking.
   b. Find words denoting footwear from old times up till the present time.
3. Read the text. While reading, find out what material footwear was made from in different periods of time.
4. Read the text again, then answer the questions that come after the text.

As Old as History

Shoes are as old as history itself. Shoemaking is the process of making footwear. For most of history, shoemaking has been a handicraft. Originally, shoes were made one at a time by hand. Most villages had their own maker. The craftsman took orders from individual customers to meet their requirements. This would encourage different styles and shapes to appear.

The most basic foot protection, used since ancient times in the Mediterranean area, was the sandal. Sandals were found mainly in warmer regions where the soles of the feet needed some protection but the top of the feet needed to stay cool enough to keep the person comfortable. In colder regions, moccasins were to be found for they offered greater protection. Both sandals and moccasins were made of various types of bark, leaves and rawhide.

The production of wooden shoes was widespread in Medieval Europe. They were made from a single piece of wood roughly cut into shoe form. A variant of this form were clogs: wooden soles to which a leather upper was attached.

By the 1600s, leather shoes came in two main types. 'Turn shoes' consisted of one thin flexible sole, which was sewed to the upper and turned over when completed. This type was used for making slippers and similar shoes.

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Shoemaking became more commercialized in the mid-18th century. They began to stock footwear in warehouses, made by many small manufacturers from the area. By the end of the 19th century, the process had been almost completely mechanized, with production occurring in large factories. The first steps towards mechanization were taken during the Napoleonic Wars by the engineer Marc Brunel.

Through history, shoe making shows distinct trends in three areas: function, protection and fashion. In Medieval times, the long toes on men's shoes were a sign of status. Women, however, wore ankle shoes with side laces. In the Middle Ages, men's and women's shoes changed into round and square toe shapes and wider soles. Higher hills on women's shoes appeared in the late 1500s.

For centuries, shoemaking has had a universal influence. Shoes have also evolved to serve virtually every purpose. Nowadays, we can find a wide range of shoes, beginning with the most sophisticated, embellished with diamonds, and ending with the athletic ones and those for children that light up and make noise.

Throughout history, shoes have become much more than a covering for our feet. Rather, shoes speak of status, gender, ethnicity, religion, and profession. You can tell a lot about a person from their shoes.

Modern technology allows for new innovations in footwear by using computerized design-measuring, cutting and constructing patterns. Nevertheless, traditional shoe makers still exist and create custom-made shoes for those who want, who need and who choose to wear such footwear items.

5. Answer the questions below.
   a. How old is the history of shoemaking?
   b. What regions were sandals and moccasins to be found in and why?
   c. When did the first leather shoes appear?
   d. Who was the one to make the first steps towards mechanization in the footwear industry?
   e. What was the sign of status in Medieval times?
   f. What do the shoes people wear tell about them?
6. Entitle each of the paragraphs, and in about 1-2 sentences summarize each of the paragraphs.
7. Conclude what you will remember from the history of shoemaking.
8. Find in the text words synonymous with the following:
   out of date; to emerge; one; unevenly; diverse; to store; general; to develop; to permit; design.
9. Supply antonyms for the words given:
   different; to encourage; comfortable; flexible; outside; to occur; wide; modern; distinct; high.
10. Fill in the missing prepositions.
    When shopping … the right pair … shoes, it is important to keep many things … mind. Examining the shoe's anatomy and rigidity are some … the best ways to determine whether a pair … shoes is right … you. Leather dries and cracks … a lack … cleaning and conditioning. With new soles and heels, and reconditioned uppers, your shoes will have new life … them. European shoe sizes can vary greatly … those … the United States. Caring … your shoes properly … taking them … the right shoemaker can improve both the look and function … old shoes and make them last much longer. The way you walk may be a determining factor … how long your shoes last.
11. Use your imagination, and in about 80-90 words write a paragraph about what you think the future of shoes holds.

Remember!

errand or **errant**?
Errand means 'a short journey either to take or deliver something'.
Errant means 'behaving wrongly in some way, especially by leaving home';
soul or **sole**?
Soul means 'the spiritual part of a person; a person of a stated type'.
Sole means 'the bottom part of a foot; to put a new sole on a shoe; a flat round fish';
hair or **hare**?
Hair means 'the mass of thin thread-like structures on the head of a person'.
Hare means 'an animal like a large rabbit; to run or go very quickly' (mainly UK);
evolve or **involve**?
Evolve means 'to develop gradually'.
Involve means 'to include someone in something'.

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Lesson IV
Hard Work – the Key to Success

Hard work beats talent when talent doesn't work hard.

DISCUSSION POINTS

1. In your own words try to define the word 'work'.
2. Give examples of working activities. Tell which of them you are good at.
3. Why do people work? Do they work only for the money they get for it?
4. Comment on the quotation of the lesson.

READING

1. Work as a class. Brainstorm and write down a list of reasons why people work. Look at the list you have made, and rank the reasons in order from the most important to the least important. Comment on your choice.
2. Complete the sentence in your own way. *It is good to work because ……. .*
3. Skim the article given below to be able to state the theme and the key points of it.
4. Read the article. Jot down reasons which make people either not like their work or do it without enthusiasm.

What is work? It is the activity in which one exerts strength or abilities to do something. It is an effort, both physical and mental, to overcome obstacles and achieve objectives or results.

Why do people work? They work for different reasons. One reason is motivation. Motivation takes on a number of forms. Some are called push motivators. They make people work hard in order to provide for the family, to buy a house or a car, to give their children a good education or to be able to travel. Some of the strongest motivators in the work environment include the opportunity for personal accomplishment, growth, social relationships as well as cultural factors. Besides creating all material and spiritual values and producing a means of existence, work enables people to realize their abilities, to feel useful and significant.

People usually motivate themselves by setting objectives and goals. Each of these techniques adds something personal to each individual. However, some techniques work well with some people but not with the others, as different people have different motivating factors.

Is it good to work? Yes, when you love what you do. Work should be something that you want to do and enjoy doing. Our work and the ability to do it are gifts. Doing our work is so simple if we do it with love and think of liking what we do. It is easy and, at the same time, interesting.

Why do some people not like to work? Some might have picked a climb-the-ladder-oriented career and never switched. Others may not put their heart into work because of the poor compensation, lack of respect or appreciation from the employer, poor health benefits or poor work-life balance. A third group may become overwhelmed when seeing the amount of work looming before them. They begin to feel incapable of completing the task, thus being seized with a fear of failure.

On the whole, it is a privilege to be able to work; to work well and then be pleased with the results. Work well done is worth being praised. It gives us wings; it inspires us to work more, to work better and, why not, to be more enthusiastic about it.

Word Study

exert [ɪg'zɜ:t] v - to use (strength, skill etc.) in order to gain a desired result
overwhelmed ['əʊvə'welmd] adj - confused or embarrassed
loom [lu:m] v - to come into sight without a clear form, especially seeming very large and threatening, causing fear
failure ['feɪljə] n - lack of success; act of failing
praise [preɪz] v - to speak of with admiration or approval

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UNDERSTANDING WHAT YOU'VE READ

1. Agree or disagree with the statements. Give reasons.
   a. Work makes people realize their abilities.
   b. Work helps people to overcome obstacles and achieve their goals in life.
   c. It is not important to put heart and soul in the work you do.
2. Match the words in pairs of either synonyms or antonyms:
   to exert; unimportant; to dislike; fear; failure; obstacle; value; to enable; significant; privilege; impediment; courage; success; to push; to enjoy; to permit; to strive; worthlessness; disadvantage; to pull; to permit; to dislike.
3. Find in the text words and expressions meaning the same as:

a. to acquire	b. to supply means	c. in addition to
d. gradually	e. to be eagerly interested	f. to change or shift

4. For a teenager 'to work' first of all means 'to study'.
   a. Work in pairs. Discuss and then conclude whether 'to study' is a right or a duty, or both of them? Why? Justify your answers.
   b. If 'to study' is both a right and a duty decide by yourselves where the right ends and where the duty begins. What are your reasons for thinking so?
5. Work in groups. Draw a T-chart. In one column write all the rights you have at school, in the other column – all the duties you have.
   Study your T-charts. Synthesize whether you got more rights or more duties? How does the saying 'There are no rights without duties and there are no duties without rights' work in your case?

SPEAKING

1. Discuss the following.
   a. Do you remember your first lesson at school? What was it about? How did you feel?
   b. How do you get on at school now? Do you enjoy learning? If yes, what motivates you to learn?
   c. Is it high marks or knowledge you give priority to? Why?
2. You are going to read an extract from an essay written by R. Rodrigues, writer and lecturer. Skim the essay to find out the following:
   a. what impact the teachers had on the author's life;
   b. what his mother's opinion about education was;
   c. what his father despised as far as education was concerned.

… My teachers became the new figures of authority in my life. I trusted their every direction. Each book they told me to read, I read and then waited for them to tell me which books I enjoyed. Their most casual opinions I adopted. It was their encouragement that mattered to me. Memory caressed each word of their praise so that the compliments teachers paid me in grammar school classes come quickly to mind every day.

… Always did I know my parents wanted for my brothers and me the chances they never had. Mother would always say, "Get all the education you can. With education you can do anything".

Remember!

goal or **gaol**?
Goal means 'an aim or purpose'.
Gaol means 'jail; prison';

personal or **personnel**?
Personal means 'belonging to a single/particular person'.
Personnel means 'the people who are employed in a company/organization';

which or **witch**?
Which means 'pronoun used in questions meaning what one or ones'.
Witch means 'a woman who is believed to have magical power'.

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Whereas my mother saw in education the opportunity for job advancement for my father education implied an even more startling possibility: escape from a rather busy world. He despised the unimportance of higher education, the inflated grades and cheapened diplomas, the half-education that increasingly passed for mass education in my generation.

… When time came to go to college, my mother demanded to know, "Why aren't the colleges around here good enough for you? Why do you need to go so far away? Why do you have to put us through this big expense? You know your scholarship will never cover it".

But when September came she said nothing more about my leaving.

3. Read the essay and answer the following questions.
   a. Why did the teachers' encouragement matter so much to him ?
   b. What did the author's mother mean by encouraging the author "to get all the education he could"?
   c. Why do you think teachers became figures of authority in the author's life?
   d. Do your teachers and parents have great influence over you? How do they shape your personality and actions?

4. Some teachers prefer an authoritative style of teaching; others prefer to be more permissive and indulgent. Which of the two categories do you adhere to and why? Give reasons.

5. According to the answers you have given, divide into two groups.
   Debate on the ideas you have come up with. Take turns at giving arguments and explaining your ideas, and refuting the other group's ideas.

Info Box

Best Teacher Qualities

Enthusiasm
Knowledge of the subject
Punctuality/Politeness/Flexibility
Firmness and control
Does not play favourites
Provides personal help
Accepts individual differences
Avoids criticizing students
Fairness
Has a sense of humour
Clear speaking voice
Uses variety
Ability to create interest/to keep order
Pleasant appearance
Intelligence
Love for children

LISTENING

1. You are going to listen to an extract from the novel "Nicholas Nickleby" by Charles Dickens. Before you listen to the text, answer the following questions.
   a. Is Charles Dickens an English or an American writer?
   b. What do you know about this author and his works?
   c. Have you read any of his short stories and novels? Which ones? What were they about?

2. Listen to the extract and supply answers to the following questions.
   • What was the schoolmaster's name?
   • Why did he use to punish the boys?
   • What was the name of the boy who was punished?
   • Who came to the boy's rescue and why?

3. Listen again. Use monologue to describe the scene of punishment.

4. Do you agree with this kind of punishment? Why? Why not? Give reasons.

5. Have you ever been punished by either your parents or teachers? How? What were the consequences?

6. Suggest some better ways of changing a child's behaviour and making him learn from his experience. Do you think they should work and give better results? Give reasons or concrete examples.

7. In about 150 words comment on the statement: "*The only way to do great work is to love what you do*."

PROJECT WORK

Consult the Info Box about Best Teacher Qualities. Interview some pupils from your school. Ask them to give their definition of a good teacher. Synthesize the answers. Conclude what makes a good teacher. Write it in the form of a paragraph or a survey.

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Lesson V
It's Time for Celebration!

Preservation of one's own culture does not require contempt or disrespect for other cultures.

DISCUSSION POINTS

1. Holidays are different for different peoples. Even the same holidays are celebrated in different ways in different countries. Holidays may be both religious and public (or commemorative). Can you tell the difference between the two terms?
2. Brainstorm names of holidays. Say whether they are religious or public. In at least 2-3 sentences share the information you have with your classmates.
3. What country/countries are the following holidays celebrated in?

Independence Day	Bastille Day	Hanukkah
All Saints' Day	Ramadan	Easter
St. Valentine's Day	Thanksgiving	Boxing Day
Paştele Blajinilor	Memorial Day	Halloween

4. What do you know about the above-mentioned holidays? Which of them are celebrated in Moldova and how? Share your information with your classmates.
5. Comment on the quotation of the lesson.

Info Box

*The word '**holiday**' literally means 'holy day'.*
*In the USA this word is synonymous to '**celebration**'.*
It is a day set aside by custom or by law on which normal activities, especially business or work, are suspended or reduced. Generally, holidays are intended to allow individuals to celebrate or commemorate an event or tradition of cultural or religious significance.

READING AND SPEAKING

1. You are going to read a text about Christmas. Before reading, scan the text to find out:
   a. where the word Christmas comes from;
   b. who told the shepherds of Jesus's birth;
   c. what Saint Nicholas symbolizes;
   d. why it was considered a pagan celebration during the Reformation.
2. Read the text. In about 5-6 sentences, summarize what you have learnt.

Word Study

gospel ['gɒspəl] n – record of Christ's life in the books of the four evangelists

Reformation – a religious movement of the 1500's that gave birth to Protestantism

pagan ['peɪgən] adj and n – who does not believe in one of the established religions

outlaw [autlɔ:] v – to declare someone or something to be beyond the law

The Magic of Christmas

Christmas is a Christian holiday that celebrates the birth of Jesus Christ. Most Christians observe Christmas on the 25th of December. On this day many go to church to take part in special religious services.

The word Christmas comes from *Christes maesse*, an early English phrase meaning Mass of Christ. The story of Christmas comes chiefly from the Gospels of Saint Luke and Saint Matthew in the New Testament. According to Luke, an angel appeared to shepherds outside the town of Bethlehem and told them of Jesus's birth.

The first mention of the celebration of Christmas occurred in A.D. 336 in an early Roman calendar, which indicates December 25 as the day of observance.

By 1100 A. D. Christmas had become the most important religious festival in Europe and Saint Nicholas was a symbol of gift giving in many European countries.

During the Reformation, many Christians began to consider Christmas a pagan celebration because it included nonreligious customs. During 1600 Christmas was outlawed in England and other parts of the English colonies in America.

In the 1800's, two more customs became popular – decorating Christmas trees and sending Christmas cards.

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3. Below is some information about celebrating Christmas in other countries. Guess what country each paragraph refers to. Feel free to add any other information.

People decorate their homes with Christmas trees, wreaths and many kinds of ornaments. Children write letters to Santa Claus telling him what presents they would like to receive. People share greetings by sending Christmas cards to relatives and friends. Families open their presents on Christmas Eve or Christmas morning.

In this country children put their shoes in front of the fireplace so Père Noël can fill them with gifts. Families decorate their homes with small Nativity scenes which portray the story of Jesus ' birth. After the midnight Mass they have a festive supper called Le Révellion.

On Christmas Eve, the family prays while the mother places a figure of the Bambino in the manger. They bake a Christmas bread called panettone, which contains raisins and candied fruit. Children receive gifts from La Befana, a kindly old witch, on the eve of Epiphany.

Saint Nicholas collects children's lists telling what gifts they wish to receive from the Christikindl who doesn't appear in person but sends Weihnachtsmann to deliver the Christmas presents. Families decorate their tree with lights, tinsel and spicy cakes made in various shapes.

LISTENING AND SPEAKING

1. You are going to listen to an extract from the history of Christmas carols on page 136. Fill in the gaps with the words given below.

   • sharing • Joseph Mohr • choraulein • flute • priest • French • church • midnight

Christmas Carols

The word carol came from a Greek dance called a ..., which was accompanied by flute music. The dance later spread throughout Europe and became especially popular with the ..., who replaced the ... music with singing.

Most of the carols sung today were originally composed in the 1700's and 1800's. They include "O Little Town of Bethlehem" and „Hark! The Herald Angels Sing".

The words of the famous carol "Silent Night" were written on Christmas Eve in 1818 by ..., an Austrian ... . Franz Gruber, the organist of Mohr's ... composed the music that same night.

"O Holy Night", another famous carol, was introduced at ... Mass in 1847.

The British author Charles Dickens spread the idea of ... in his story, "A Christmas Carol", written in 1854.

2. Listen and check the text above.
3. Listen to the carol "Silent Night" on page 62. Sing it in class. What feelings does it arouse in your hearts?
4. What carols in your native language do you know? How and when did they appear? If you don't know, ask your grandparents or your teachers to help you.

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5. Another important custom of Christmas is to send and receive Christmas cards. What are they meant to express?
6. Take turns at expressing Christmas wishes to each other. Make use of the following words and expressions: *may you be/have/live/...; blessings; prosperity; happiness; joyous day; kindness; filled with ...; light of love; may it bring...; good luck; contentment, hope; days of ...; blessed day.*
7. Staying home during the holidays is the most cherished tradition of the holiday season. Being home with the family and friends is a 'must'. Do you keep this tradition? Why or why not? Give reasons.
8. You are going to listen to some information about other holidays. Before listening.
   a. Guess what holidays the images below refer to.
   b. Pick the words from the box you think refer to each image.
   c. Listen and check.

saint, three-leaved shamrock, Irish, March, red, white, to tie to a branch of a fruit-tree, Whit Sunday, symbol, Italian heritage, Colorado, second Monday of October, 50 days after Easter, to decorate the garden gates, doors and windows, Romania, Moldova, willow branches, to go to the cemetery to remember the dead, to fight away the bad spirits, symbol of friendship, respect and love, Bulgarian Martenitsa, talisman.

9. Peer teaching. Listen again. While listening, take some notes. Take turns at sharing your notes with your classmates. Add some other interesting information about each of the holidays described, if any.
10. Role-play short dialogues about other important holidays from Moldova, Great Britain, the USA or other English speaking countries.

PROJECT WORK

1. Design a Christmas card. Address it to one of your dearest people.
2. In about 80-90 words write a paragraph about a favourite Christmas memory. Begin by stating time and place. Choose strong action verbs.

Silent Night

Silent night,
Holy night,
All is calm,
All is bright.
Round yon Virgin,
Mother and Child,
Holy Infant,
So tender and mild
Sleep in heavenly peace,
Sleep in heavenly peace.
Silent night,
Holy night,
Shepherds quake
on the sight.
Glory streams
from Heaven afar.
Heavenly hosts
sing Hallelujah
Christ the Saviour is born,
Christ the Saviour is born,
Silent night,
Holy night,
Son of God,
Love's pure light.
Radiant beams
from Thy holy face,
With the dawn
or redeeming grace,
Jesus, Lord, at thy birth
Jesus, Lord, at thy birth.

Remember!

holly ['hɒlɪ] or **holy** ['həʊlɪ]?
Holly is a noun that means '(a small tree) with dark green shiny prickly leaves and red berries'.
Holy is an adjective meaning 'connected with God and religion', 'sacred';
special or **specific**?
Special means 'having a particular purpose; not ordinary or usual'.
Specific means 'relating to one thing and not others; particular'.

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Lesson VI
Round up

1. From the 15th to the 18th centuries marriage was a contract based upon a voluntary private agreement by a man and a woman to become husband and wife. The contract usually stipulated the couple's rights, and especially, duties. In many cases love came a long time after, or never. It was respect and obedience to her husband that a wife had to show. There were also written rules and principles to be observed and obeyed. Using the facts given below, speak about a marriage in the mentioned period.
   - Husband – public figure; authority; king of the house; main provider; financial rights; the right to beat the wife – a rather common practice; decision maker; the last word; respected by both wife and children.
   - Wife – responsible householder; the main figure in rearing offspring; keep the house in good order; subjected to her husband; husband's inferior; no financial rights; great esteem; submissive and respectful; faithful and peaceful; thrifty.
2. Explain what you like or don't like about such a marriage.
3. Think of some important things that make the difference between such a marriage and modern ones. Add some other moral principles a modern marriage is based on, and explain why you think they are to be respected.
4. The buy-to-let property market, together with that of a property developer, has received a startling amount of interest in recent years in Moldova. This is a rather serious business. But both of these businesses require much knowledge and experience, a keen eye and mind, otherwise it is very easy to lose all your money. Below are some tips for those who would like to develop such a career. Read through the tips and develop them by adding any additional information you consider important to help them with.
   a. Choose a good location. A good location means …….
   b. It is essential to pay the right price. The right price means …….
   c. Don't get carried away with winning at any cost. To make a good profit you should ….
   d. You have to do research before you buy or sell. This means ……
   e. Your taste doesn't matter. What matters more is …….
   f. Property developing is a risky business. It means ……
   g. The more motivated the seller or the buyer, the better the price. This means …..
   h. Watch the market! Bear in mind inflation, supply and demand, etc. It means …..
5. Work with a dictionary. Write compound nouns with the words *home; family; school; work; foot; hand.*
6. Discuss what services one can benefit from in the following places: at the doctor's/the notary's/at the bank/at the lawyer's/at the shoe repairer's/at the manicurist's. Make use of the verbs and phrases from those given below.
   to take one's temperature/one's blood pressure; to test one's blood; to sign a mandate; to legalize/authenticate a signature/translation/document; to open/close an account; to sole/heel/sew/glue one's shoes/boots; to trim/polish/ lengthen/ one's nails;
7. Choose the best variant.
   1) The (evolve, involve) to (evolve, involve) project has chosen the motto which reads: "(Evolve, Involve) people to (evolve, involve) new ideas."
   2) *(Weight, Wait)* to see how much *(weight, wait)* he has put on.
   3) It is *(quiet, quite)* late; tell the children to keep *(quiet, quite).*
   4) To what *(extend, extent)* are they going to *(extend, extent)* the city boundaries?
   5) An (*errant, errand; night/knight)* was travelling in search of the princess.
   6) She puts her (*hole, whole; soul, sole)* into her work.
   7) The (*lose, loose)* planks on the bridge (*made, maid)* her (*lose, loose)* balance.
   8) My (*main, mane; gaol, goal)* is to live a *(quiet, quite)* life.

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8. Write adjectives meaning the same as the phrases given below:
grown at home; without a home; unhappy because of being away from home; plain or ordinary, but pleasant; informal and friendly; relating to religion; relating or belonging to a single person; suitable for your purposes and needs, liked, enjoyed or supported by many people; following or belonging to customs continued in a group for a long time.

9. Form compound nouns from the following :

a. the making of shoes
b. hide which is raw
c. a person who makes shoes
d. middle of the night
e. person skilled in a particular craft
f. a large building for storing items
g. money paid to a student with great ability
h. father/mother of a person's father/mother

10. Choose words from the box that collocate with the verbs given. Make up sentences with some of them.

- to perform
- to overcome
- to achieve
- to keep
- to play

difficulties, goals, jokes on someone, a tradition, to oneself, an emotion, in touch with, one's duties, objectives, in mind, high grades, fair, a piece of music, the guitar, the fool, well, obstacles, results, a promise, a trick on smb., up with, a secret, one's part, success, silent, to the topic.

11. Use a prefix from the following ***dis, un, ir, out, mis, in, im, il*** to form words antonymous to the ones given.
Belief; happy; regular; understanding; responsible; to approve; conception; order; dependent; literate; healthy; patient; to use; human; personal; common; proper; usual; to like; to do; fortune; respect; dependence; morality; ability; successful; to obey; necessary; relevant; real; pleasant; legal; essential; importance; interpret; behave; satisfied; comfortable; appropriate; encourage; consequent; logical.

12. Fill in with the correct form of the modal verbs *should, need, can, must, may, have to*.
1) I feel sick. … I go out for a while?
2) He … have caught a cold. It was rather warm these days.
3) You … whisper; you desk mate knows this thing quite well.
4) Pupils … do their duty and study well.
5) … success attend you!
6) I will … take some medicines if the cough persists.

13. Make noun compounds out of the following phrases.

1) tale about fairies
2) pain in the head
3) train that carries mail
4) friend in the same class
5) shaking of the earth
6) person who writes plays
7) house in the country
8) place by the sea
9) control of birth
10) state of being a parent
11) a mine of gold
12) gum for chewing

14. Choose the correct variant.
1) She was *(awful, awfully)* sorry for what had happened. 2) One should think *(clear, clearly)* before choosing the route. 3) Outdoor concerts and festivals are *(frequent, frequently)* held here, including the *(high, highly)* successful Jazz's Alive festival in September. 4) She did it *(good, well)* and was *(genuine, genuinely)* glad to respond or even cry. 5) She felt a *(curious, curiously)* fear of word choice where the baby was concerned. 6) He responded *(idle, idly)*, went into the *(imperial, imperially)* magnificent house of theirs and started climbing the *(splendid, splendidly)* carpet-covered stairs.

15. Change the Active Voice into the Passive one.

1) One uses chalk for writing on the blackboard.
2) They built this hospital two years ago.
3) They ate all the cakes yesterday.
4) Where will they build a new school?
5) He had sent the telegram before his brother returned.
6) People are reading his novels all over the world.
7) We pronounce this consonant with aspiration.
8) They didn't turn off the light.
9) We shall finish this work in time.
10) Somebody has left the door open.
11) They will have read the book by then.
12) Are they selling oranges?

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Lesson VII
Evaluation Test

A. Read the text and do the tasks associated with it.

The Giving Tree

Once there was a tree, and she loved a little boy. And every day the boy would come and he would gather her leaves and make them into crowns and play king of the forest. He would climb up her trunk and swing from her branches and eat apples. And they would play hide-and-go-seek. And when he was tired, he would sleep in her shade. And the boy loved the tree very much. And the tree was happy.

But time went by. The boy grew older and the tree was often alone. Then one day the boy came to the tree and the tree said, "Come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy." "I am too big to climb and play" said the boy. "I want to buy things and have fun. I want some money." "I'm sorry," said the tree, "but I have no money. I have only leaves and apples. Take my apples and sell them. Then you will have money and you will be happy." So the boy climbed up the tree and gathered her apples and carried them away. And the tree was happy.

But the boy stayed away for a long time, and the tree was sad. Then one day the boy came back, and the tree shook with joy and said, "Come and climb up my trunk and swing from my branches and be happy." "I am too busy to climb trees," said the boy. "I want a wife and I want children, and so I need a house. Can you give me a house?" "I have no house," said the tree. "The forest is my house, but you may cut off my branches and build a house. Then you will be happy." And so the boy cut off her branches and carried them away to build his house. And the tree was happy.

But the boy stayed away for a long time. When he came back, the tree was so happy she could hardly speak. "Come, Boy," she whispered, "come and play." "I am too old and sad to play," said the boy. "I want a boat that will take me far away from here. Can you give me a boat?" And after a long time the boy came back again. "I am sorry, Boy," said the tree," but I have nothing left to give you. My apples are gone." "My teeth are too weak for apples," said the boy. "My branches are gone," said the tree. "You cannot swing on them". "I am too old to swing on branches," said the boy. "My trunk is gone," said the tree. "You cannot climb". "I am too tired to climb" said the boy. "I am sorry", sighed the tree. "I wish that I could give you something but I have nothing left. I am just an old stump. "I am sorry, I don't need very much now," said the boy. "just a quiet place to sit and rest. I am very tired." "Well," said the tree, straightening up as much as she could. "Well, an old stump is good for sitting and resting. Come, Boy, sit down. Sit down and rest." And the boy did. And the tree was happy.

From Shel Silverstein

B. Fulfill the following tasks.

1. In your opinion, what does each of the characters symbolize? Give reasons.
2. Find in the text:
   a. a synonym of the verb '*to quiver*'
   b. an adjective meaning '*having much to do*'.
   c. an antonym of the word '*strong*'.
   d. a verb meaning '*take a deep breath that can be heard*'
3. Form: a. a noun from the adjective '*warm*'
   b. an adjective from the verb '*to swing*'
   c. an adverb from the adjective '*happy*'
   d. a noun from the verb '*to collect*'
4. Answer the following questions.
   a. Why does the author use 'she' for the tree?
   b. What is the role of repetitions in the text?
   c. What is the process of a man's aging compared with?
   d. Why is the tree always glad to see the boy?
5. In your own words, explain the statement '*she could hardly speak*'.
6. Agree or disagree.
   a. Altruism is the righteous path to salvation.
   b. A good stump is good for nothing.

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7. Write a list of good things the text teaches us.

8. Change the sentences into Reported Speech.
   a. "I'm sorry", said the tree, "but I have no money". "I have only leaves and apples. Take my apples, boy, and sell them in the city. Then you will have money and you will be happy", said the tree.
   b. The boy said: "I want a boat that will take me far away from here. Can you give me a boat?

9. In about 120 words, express your opinion on the following statement: "*Give all that you can afford, take only what you need*".

C. Vocabulary and Grammar

1. Form adjectives from the given nouns: *health, wisdom, wealth, beauty, awe, family, love, trust, value, respect, success, compassion, trouble, law, poor, fear, worth, knowledge, permission*.

2. Write: a. 6 adjectives describing your mother's character
   b. 4-5 adjectives describing a fancy dress/shirt
   c. 4 adjectives describing your father's job
   d. 5 adjectives describing the shoes you like most

   Use some of the adjectives in sentences of your own. Pay attention to the order of adjectives you use in your sentences.

3. From the choices provided select the one that would correctly complete the sentence.

   1) My sister Pamela is really *(a young sweet; a sweet young)* girl. 2) Those are probably the *(fanciest, most fanciest)* blouses in the store. 3) Everyone will be home for the holidays. Can it make for *(a merriest, the merriest, a merrier)* Christmas than this one? 4) They grew up in *(a small old brick; an old small brick; a brick old small)* house in the suburbs of London. 5) Some movies are very *(bored, boring)*. They make me sleepy. 6) I am really *(interested, interesting)* in history, and I find Mr. Bee's classes quite *(attracting, attractive, attracted)*.

4. Fill in the correct prepositions and articles.

   1) Last year we had … lovely skiing holiday … . Alps. 2) Tell him to write … name and … address … the front page …. 3) We'll meet you at … corner … street … 11 o'clock. 4) Granny spends most … the day sitting … … armchair. 5) Because … delay we had to wait … four hours … the airport. 6) I missed … bus and had to go … foot. 7) The man chased … police went … the shop. 8) … summer he usually goes jogging in … park … Sundays. 9) She was … … way … Berlin … that time. 10) My elder sister, Jessica, was named … our great-grandmother.

5. Encircle the correct variant.

   1) He now has two (*mother-in-laws; mothers-in-law*). 2) (*Little; A little*) is being done for the refugees; I think it is not enough. 3) You shouldn't be (*so; such*) pessimistic; everything will be OK. 4) Who will (*make; do*) the speech on behalf of our delegation? 5) He looked (*nervous; nervously*) when he had to give sound arguments. 6) She would help you, if you (*had asked, ask, asked*) her to. 7) We wish they (*see, saw, would see, had seen*) us off tomorrow. 8) I would like for you to have (*a, the, -*) success in finding a new apartment.

6. Use the verbs in parentheses in the correct tense and form.

   A. When Nelly *(call)* us in the morning she *(cry)*. I *(ask)* her what *(happen)* but she *(not want)* to tell us anything. She just *(say)* she *(be)* sorry for how she *(behave)* with her best friend. I *(suggest)* that she should call her friend and *(apologize)* for her behavior. But she *(answer)* she *(be sure)* her friend *(not accept)* her apologies. I *(not know)* how else I *(can)* help her. So I *(tell)* her I *(call)* at her place as soon as possible and we *(try)* to solve the matter. She *(thank)* me and said she *(wait)* for me at the bus station. I *(look)* forward *(help)* her in the best way possible.

   B. 1) See you in the morning. I (*leave*) now. 2) Why you (*look*) at me like that? I (*do*) something wrong? 3) The bus from Nisporeni (*arrive*) at platform 6. 4) I (*think*) the weather (*change*) next week. 5) How long they (*learn*) French? They (*speak*) it quite fluently. 6) … you (*mind)* if we (*close*) the window? It (*to be open*) for some hours already. 7) We not (*to see*) them for a long time. 8) -What you (*to do*) since I left? -I (*to clea*n) my room. 9) If you (*to call*) tomorrow morning we (*to tell*) you the correct address they (*to live*) at.

7. In writing, in about 120 words, comment on the statement: "*Laziness may appear attractive, but work gives satisfaction*".

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Unit IV

Man and Society

- How can we create a more harmonious society?
- What does the separation and cooperation of powers mean?
- Why is it vital for judiciary to be independent?

Democracy is the art of thinking independently together.

Alexander Meiklejohn

Unit IV

Lesson I
Man-Society Relationship

Society does not exist for itself, but for the individual; and man goes into it not to live, but to find himself.

Phillips Brooks

DISCUSSION POINTS

1. Why does man, as an individual, have a natural urge to live an associated life with others?
2. How does one contribute to the well-being and the prosperity of the society he/she lives in?
3. What are the pluses and minuses of the society you live in?
4. Suggest some solutions for building a better society in the Republic of Moldova.
5. Comment on the quotation of the lesson.

READING AND VOCABULARY

1. Agree or disagree with the statements below. Give reasons.
   a. The individual is a product not only of the existing social system, but of all world history.
   b. The relationship between society and the individual is reciprocal and complementary.
2. Scan the text below and find evidence for the ideas stated above, as well as for the arguments you have brought.
3. Read the text. While you read, write down the words you don't know. Try to guess their meaning from the context. Consult your partner, the Word Study and the dictionary, if necessary.

Info Box

*The term **society** comes from the Latin word **societas**, which in turn is derived from the noun **socius** ('comrade, friend, ally'; adjectival form socialis) used to describe a bond or interaction between parties that are friendly, or at least civil. Without an article, the term can refer to the entirety of humanity (also: 'society in general', 'society at large').*

A society consists of groups of human beings who are linked together by means of specific systems and customs, rites and laws, and have a collective social existence. Collective life is that in which groups of people live together in a particular region, and share the same climate and similar foodstuffs.

Human life is social. Common social interests unite human beings together, giving to every individual a sense of unity similar to that experienced by a group of people travelling together in an automobile or an airplane, or a boat, heading towards the same destination, and sharing together the common hope of reaching a destination safely, the dangers on the way, and a common fate.

The key to the mysteries of human nature is to be found in society. Society is the human being in his social relations, and every human being is an individual embodiment of social relations. He absorbs what has been accumulated by the centuries and passed on through traditions. Modern man carries within himself all the ages of history and all his own individual ages as well. His personality is a concentration of various strata of culture. He is influenced not only by modern mass media, but also by the writings of all times and every nation. He is the living memory of history, the focus of all the wealth of knowledge, abilities, skills, and wisdom that have been accumulated through the ages.

The individual is also a link in the chain of generations. His affairs are regulated not only by himself, but also by social standards. This is why the level of individual development is an indicator of the level of development of society, and vice versa. Just as society itself shapes human beings, so human beings shape society. If, for example, we tend to project our selfish interests over everything and we see only selfish interests in society then our relationship with society will lead to more problems than those that already exist.

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It is not enough to say that we want a just society, without evil, without suffering. We can only build a better society by working on ourselves, making a concrete effort that results in good works. We create a more harmonious society through our own transformation. Relationship through participation expresses the awareness that we are united with the greater human society and implies a constructive attitude toward our own transformation and toward active work for the good of society.

If we honestly want a better society, we realize that our lives really don't belong to us; that a life is something that must be offered to all of humanity. By not dispersing our strength in satisfying our personal appetites, we turn our energy into the good work and helpful ideas which are needed at each moment.

Word Study

rite n – any customary ceremony or observance

embodiment n – someone or something that represents a quality or an idea directly

imply v – to communicate an idea or feeling without saying it directly; to signify

disperse [dis'pɜ:s] v – to spread in different directions; to scatter

When we desire to create a more harmonious society, we don't criticize, complain, escape, or look for privileges. We fulfill whatever is necessary, and when we discover something selfish in ourselves, we make the effort to surpass it. Therefore, we work to overcome in ourselves the isolation, indifference and selfishness that we see outside. This interior work inevitably expands to our surroundings and produces a chain reaction of good thoughts and good work.

Thus, we should work for the good of society by transforming ourselves into beneficial cells that work quietly and persistently within the greater social body.

4. Read the text for a better understanding, paying attention to details, then.
   a. Define the word 'society'.
   b. Justify that '*Human life is social*' and '*the individual is the living memory of history*'.
   c. Find evidence in the text to prove that '*the individual is a link in the chain of generations*'.
   d. Explain how we can build a better society. Give reasons.
   e. Discuss what 'relationship through participation means'.
   f. Prove that by transforming ourselves to the best, we contribute to the well-being of the society we live in.

UNDERSTANDING WHAT YOU'VE READ

1. Supply answers to the following questions. Give reasons.
   a. What are the means that link people together in a society?
   b. Which paragraph proves that the individual is the product of all the ages in history, as well as his own age?
   c. Why is the level of individual development an indicator of the level of development of society, and vice versa?
   d. Do you agree with the statement "*We can only build a better society by working on ourselves, making a concrete effort that results in good work*"? Why or why not?
   e. Why is it important not to criticize, complain, escape, or look for privileges when we wish to build a more harmonious society?

2. Find in the text words that correspond to the definitions given below:
   a. to have/use something at the same time as someone else;
   b. one's lot or fortune;
   c. to grasp with the mind; understand;
   d. anything taken as a basis of comparison;
   e. something that is very bad and harmful;
   f. in a way that cannot be avoided;
   g. inside an area or period of time.

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3. a. Identify the relationship between each pair of words by writing synonym (S) or antonym (A):
   1) to link – to connect 2) similar – different 3) danger – safety
   4) wealth – poverty 5) to retain – to preserve 6) selfish – generous
   7) to disperse – to assemble 8) sorrow – grief 9) to complain – to grieve
   b. Find the context the words from exercise 3 are used in, and translate the sentences.

4. Work in pairs. Entitle each of the paragraphs. In one-two sentences summarize its content.

5. Work as a class. On the blackboard, put down all the ideas in successive order. Make other changes, if necessary. Take turns at summarizing your final variant. Entitle the text. Justify your choice.

SPEAKING AND WRITING

1. What have you learnt from the text about:
   a. what society is;
   b. what unites human beings together;
   c. why man is considered to be the living being of history;
   d. how society and individuals shape each other;
   e. relationship through participation;
   f. how to create a more harmonious society.

2. Draw some reasonable conclusions for yourself, and share them with your classmates.

3. Complete the table below with the missing parts of speech. Use some of the newly formed words in sentences of your own.

Noun	Verb	Adjective	Adverb
		dangerous	
construction			
	to desire		
			naturally
human			
	to depend		
			creatively
	—	conscious	
help			

4. Choose the best variant.
   1) The man (*who/which/whose*) house we stayed in is my uncle.
   2) The guy (*who/which/whose*) sold me my car is a crook.
   3) (*Who/Which/Whose*) pen did he give you? The blue one.
   4) His last book, (*who/which/whose*) I didn't read, was very successful.
   5) This is the child (*who/which/whose*) ball I found.
   6) I don't know (*who/which/whose*) way to go.
   7) (*Who/Which/Whose*) of the Beatles' album is your favourite?

5. Put the verb in brackets in the correct form.
   1) We (*eat)* at this restaurant every night. We (*know)* the owners.
   2) I think it (*rain)* tomorrow. It's very cloudy.
   3) When they (*go in*), all the children (*stand up*).
   4) As soon as they (*come*), we (*start*) the meeting.
   5) When I (*be*) twenty, I (*visit*) my American relatives.
   6) I (*know*) her all my life.
   7) She (*ever/take*) a photograph of a wild animal?

Remember!

concrete or **concrete** ['kɔnkrɪ:t]?
Concrete means 'not abstract or general; particular'.
Concrete means 'mixture of crushed stone or gravel, cement, sand, and water that hardens as it dries';
principle or **principal**?
Principle means 'a basic idea or rule that explains or controls how something happens or works'.
Principal means 'the person in charge of a school or college'.

6. In writing, in about 120 words, comment on the following quotation:
   "*We all do better when we work together. Our differences do matter, but our common humanity matters more.*"

Bill Clinton

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Lesson II
The Legislative Power

Democracy is government of the people,
by the people and for the people
Abraham Lincoln

DISCUSSION POINTS

1. Provide various definitions for the word "democracy". See the Info Box for more information.
2. Brainstorm word combinations with the adjective "democratic". e.g. democratic principles.
3. Article 1, point 3 of the Constitution of the Republic of Moldova reads: "… the Republic of Moldova is a democratic state". Do you agree or disagree with this statement? Why? Give reasons.
4. A democratic state is one in which the values of democracy are respected. These values are:
   – people's will and dignity; – free access to justice;
   – people's government; – equality before law;
   – rights and freedoms; – tolerance, equity etc.
5. Are the above values respected in this country? State your arguments. Whom does the implementation of these values depend on? Why do you think so?
6. In a democratic state the fundamental rights and freedoms of the individual are guaranteed by the Constitution as the Supreme Law, and are ensured by an independent Justice. Another basic principle in a democratic state is that of the separation and cooperation of powers.

Article 6 from the Constitution of the Republic of Moldova reads: "The Legislative, the Executive and the Judicial Powers are separate and cooperate in the exercise of their prerogatives in accordance with the provisions of the Constitution".

a. Match the words below with the powers mentioned above:
   – the President – the Parliament
   – the Court of Appeal – the Supreme Court of Justice
   – the Government – the Mayors
   – the Constitutional Court – the District Councils
b. What does the 'Separation and Cooperation of Powers' mean?
c. Which of the three branches is the most important and why?
d. Do you agree or disagree with such a principle? Why?

Info Box

*The word '**democracy**' is one of the most widely spread terms in political vocabulary at present. It comes from the Greek words '**demos**' – meaning 'people' and '**kratos**' – which means '**power**'. In Ancient Greece such a form of government was known as Pericles's democracy. The only very significant principle of democracy is government of the people according to their will.*

READING AND VOCABULARY

Legislative means having to do with making laws.

1. What is the legislative body of the Republic of Moldova?
2. What is the name of the legislative body in:
   – Great Britain? – Russia? – Ukraine
   – The USA? – Romania? – The Vatican
3. Read the text and answer the questions.
   - How is the Parliament of the Republic of Moldova elected?
   - What is the importance of the first Parliament of the Republic of Moldova?

The Parliament
of the Republic of Moldova

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The Leading Role of the Parliament of the Republic of Moldova

Word Study

suffrage ['sʌfrɪdʒ] n – right to vote in elections

endowed with [ɪn'daʊd] adj – having certain qualities

framework n – structures

convene [kən'vi:n] v – call together

The Supreme Law of the Republic of Moldova states that the Parliament is the Supreme Representative Body and Legislative Authority of the State in the Republic of Moldova.

The role of the Parliament as a representative supreme body is of considerable significance. First, it represents the entire nation, not only a part of it. Second, as soon as it is elected by voting based on universal, equal, direct, secret and freely expressed suffrage it should act in the name of the people and for the people. Third, the Parliament is not a simple body, but the supreme representative body of the people.

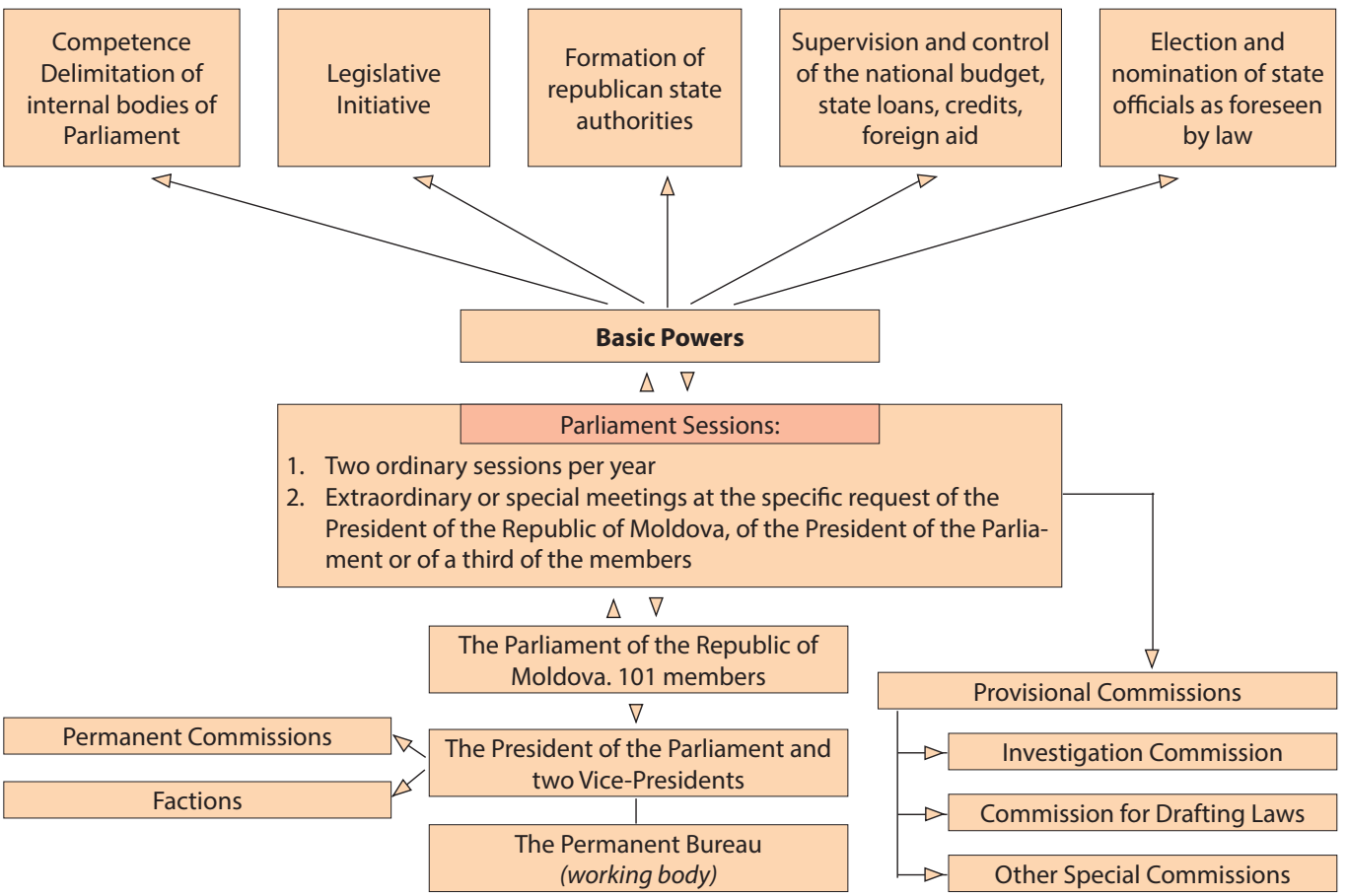
The Parliament is the only legislative authority in the state endowed with the powers to pass constitutional, organic and ordinary laws.

The first Parliament (1990), laid the foundation of a new political life, of an ample democratization and succeeded in creating a legal base for the country according to the possibilities of the times.

The first Parliament gave the country a new Constitution adopted on July 29, 1994, which represents the fundamental legal framework for the organization and operation of the state and society on a democratic basis.

It also adopted the Declaration of Independence of the Republic of Moldova (August 27, 1991) and the Declaration of Sovereignty of the Republic of Moldova (July 23, 1990).

The implementation of parliamentarism traditions in the Republic of Moldova was to a great extent determined by the parliamentary elections of February 1994 which were the first free elections organized on the principles of a multiparty political system.


Competence Delimitation of internal bodies of Parliament
Legislative Initiative
Formation of republican state authorities
Supervision and control of the national budget, state loans, credits, foreign aid
Election and nomination of state officials as foreseen by law
Basic Powers
Parliament Sessions:
1. Two ordinary sessions per year
2. Extraordinary or special meetings at the specific request of the President of the Republic of Moldova, of the President of the Parliament or of a third of the members
The Parliament of the Republic of Moldova. 101 members
Provisional Commissions
Permanent Commissions
Factions
The President of the Parliament and two Vice-Presidents
Investigation Commission
Commission for Drafting Laws
Other Special Commissions
The Permanent Bureau (working body)

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SPEAKING

1. On the previous page there is the structure of the Parliament of the Republic of Moldova. Study it closely. Get ready to answer the following questions:
   a. What is the permanent working body of the Parliament?
   b. What does the working body include?
   c. How many ordinary sessions does the Parliament have per year?
   d. Who else can request the convening of other meetings in addition to the ordinary sessions?
   e. List some of the basic powers of the Parliament.
   f. In your opinion, what is the most important function of the Parliament? Why?
   g. What is the difference between the permanent and the provisional commissions?
   h. Why is the role of the Parliament considered to be of considerable significance?
   i. Who is the president of the Parliament of the Republic of Moldova at present? Who are the vice-presidents?
2. Match the legislative body with the country it belongs to. Say whether it is unicameral or bicameral. If it is a bicameral one, tell what each of the chambers is called.

Country
Romania
The USA
Mongolia
Russia
Moldova
Great Britain
Japan
Spain
The Netherlands
Poland

Name of the Legislative Body
General Courts
Federal Assembly
Diet
Parliament
Hural
Congress
National Assembly

WRITING

1. Match the words from column A with words from column B to form meaningful phrases.

A	B
1) to guarantee	a. in accordance with
2) to become	b. with a good mind
3) to act	c. one's duties well
4) to be endowed	d. the foundation of a new life
5) to lay	e. a matter of considerable significance
6) to carry out	f. rights and freedoms

2. Legislative Branch Quiz:
   a. The job of the legislative body is to (*interpret, make, respect*) laws.
   b. The legislative body at the national level is the (*Congress, Parliament, Senate*).
   c. The lawmakers of the Parliament of the Republic of Moldova are (*elected, appointed*) for a (*four, five*) year term.
   d. The working body of the Parliament in Moldova is (*The Permanent Commission, the Permanent Bureau*).
3. Place the modifiers in the right order.
   a. The (*small, two, sunburnt*) children playing in the sand are our neighbours.
   b. I like my mother's (*silk, old, blue*) dress very much.
   c. Everyone enjoyed the (*jazz, three-hour, spectacular*) concert.
   d. That was a (*little, beautiful, white, 19th century*) chapel.
   e. Has anyone seen my (*worn, old, wet, dirty*) shoes?
   f. He married a (*very attractive, young, fair-haired, tall*) girl.
   g. Kit seized from the shelf the (*rough, small, bright*) stone and held it in her (*small, skinny, smooth*) hand.
4. Write a paragraph beginning with: *The Parliament's sessions should (shouldn't) be open to the public and mass media.*

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Lesson III
The Executive Power

A leader must bear in mind three things: ***First****, that he rules people,* ***second****, that he rules in accordance with the law,* ***third****, that he doesn't rule forever.*
Agathon

DISCUSSION POINTS

1. Work in groups. Consider the following.
   a. Which of the three state powers does the Government represent?
   b. Who else does the Executive Power in the Republic of Moldova include?
   c. Is the President in this country elected by the Parliament or by the whole electorate?
   d. Who can run for the office of the President of the Republic of Moldova?
   e. How long can the same person hold the office of the President in this country?
   f. How often do Presidential elections take place?
2. The word "prerogative" means the right or privilege to do something. Enumerate some of the prerogatives of the president of this country.
3. Work in pairs. Give examples of states where the head of the state is or was:
   – the President – the Queen – the Emir
   – the King – the Sheik – the Tzar
   Compare your answers with those of the other pairs.

The Presidency
of the Republic of Moldova

READING AND SPEAKING

1. Read the following paragraph about the USA president and answer the questions:
   For how many terms can the president of the USA be elected?
   Are the powers of the president unlimited?

The chief executive of the United States is the president who is elected for a four-year term. Under a Constitutional Amendment passed in 1951, a president can be elected for only two terms.

The powers of the presidency are formidable, but not without limitations. The president, as the chief formulator of public policy, often proposes legislation to Congress. He can also veto any bill passed by the Congress.

The president has the authority to appoint federal justices as vacancies occur, including members of the Supreme Court. He also appoints the heads and senior officials of the executive branch agencies. Each appointment must be confirmed by a vote of the Senate.

Under the Constitution, the president is primarily responsible for foreign relations with other nations. The president appoints ambassadors and other officials, and, with the secretary of state, formulates and manages the nation's foreign policy. He represents the USA abroad and negotiates treaties with other countries.

Within the executive branch, the president has broad powers to issue regulations and directives regarding the work of the federal departments and agencies. He is also commander-in-chief of the armed forces.

Word Study

veto ['vi:təʊ] v – to refuse to admit or approve

bill n – proposed law (called an Act when passed)

appoint [ə'pɔɪnt] v – to fix or decide; to choose for a post

treaty ['tri:tɪ] n – agreement made and signed between nations

directive [dɪ'rektɪv] n – general or detailed instructions given to staff to guide them in their work

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2. Work in groups. Using the information from the paragraph about the president of the USA, make a list of the prerogatives he has. They should be formulated in a short, clear form, so as to be easily understood by everybody.
3. Choose a speaker to present the group's list to the class and to make a commentary on it, if necessary.
4. As a class, formulate each item concisely and write it on the blackboard.
5. Consider the items you have written on the blackboard. State which of them is of major importance and why. Give reasons to support your point of view.

The White House,
Washington, D.C., USA

LISTENING, WRITING AND SPEAKING

1. Listen to some articles from Chapter V (The President of the Republic of Moldova) of the Constitution of the Republic of Moldova on page 137 and make notes of the powers of the President.
2. Work in pairs. Listen again and complete the grid in your notebooks. Compare your answers with those of other pairs.

Prerogative	Article	Heading

3. Draw the Venn Diagram. Compare the prerogatives of the two presidents, that of the USA and the one of Moldova, and complete the diagram. Find out what the two presidents have in common as far as their prerogatives are concerned and what the difference between them is (if any).
4. In a paragraph, describe what you have learnt about the prerogatives of the two presidents.
5. Use any previous knowledge you may have acquired in your history lessons or from mass media to make a comparison between the American and the Moldovan Presidential powers. State similarities as well as differences. Write a short conclusion.

WRITING AND SPEAKING

1. Read the following words. Make sure you know their meaning; if not, consult the dictionary.

   government • responsible • foreign • affairs • guidelines • oath • coordinates • motion • signed • confidence • entire • powers • designation • vote • office • session • parliament • organic

2. Fill in the gaps in the text below with the words given above. Give it a title.

It is the role of … to carry out the domestic and … policies of the state. A specific programme of activities approved by … constitutes the … which government uses in the exercise of its powers. The government consists of a prime-minister, a first vice-prime-minister, vice-prime-ministers and other ministers or members, as determined by … law. A … for the office of prime-minister is designated by the president and within 15 days from his …, the candidate for the office of prime-minister requests a vote of … from Parliament regarding the programme and the … list of government members. The government enters into the executions of its … on the very day its members take an ... before the President. The prime-minister leads the government and … the activities of its members. The government issues decisions and orders by way of legal execution which are … by the prime-minister.

In cases where parliament has passed a … of no confidence in the current government, or the prime-minister has been removed from …, the government controls the administration of the public … until a new government has been sworn in. The government is … before Parliament. If initiated by at least a quarter of the members present in … and based on their majority vote, Parliament may carry a vote of no confidence in the government.

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3. Find in the text words synonymous with:

a. to accomplish	g. whole
b. home (policy)	h. to put forth
c. principle or policy	i. trust
d. fundamental (law)	j. of the present time
e. to appoint	k. to dismiss
f. to solicit	l. a large number of

4. Choose the correct variant.

a. The government represents the ... power in Moldova.
• legislative • executive • judicial

b. The prime-minister is the head of the ... .
• parliament • ministry • cabinet

c. To start working the government needs a vote of confidence from the ... .
• presidency • parliament • local authorities

d. The ministers are appointed by ... .
• the premier • the parliament • the president

e. The government ... responsible before parliament.
• is • is not

f. The government carries out ... of the country.
• the home policy • the foreign policy • both policies

5. Write either a synonym or an antonym, or both, for the words given: *to answer; many; to harm; to occur; to approve; to enter; majority; interior; quietly; entire; to appoint; official; senior.*

6. Form nouns from the given words: *to object; to agree; to tend; to fulfill; deep; wise; to grieve; to vote; to remove; to reason; to vary; to impress.*

7. Answer the questions.
   a. Who leads the government in Moldova?
   b. What is the main role of the government?
   c. Which of the three powers does the government represent?
   d. What is the structure of the government in Moldova?
   e. How many votes are necessary for the government to be given a vote of no confidence by the parliament?

8. A graphic organizer is a visual structure that helps us represent and understand better the relationships between ideas or parts of a text.
   a. Use a graphic organizer to show the structure of the Government of the Republic of Moldova.
   b. Find out how many ministries and departments the government in this country has. What are they?

9. Choose a topic, and in about 120 words comment on it.
   a. The prosperity of a country depends directly on how the government works.
   b. "A president's hardest task is not **to do** what's right, but **to know** what's right".
   Lyndon B. Johnson
   c. Wrong laws make short governance.

The Building of the Government of the Republic of Moldova

Remember!

motion or **movement**?
Motion means 'proposal which is to be put to the vote (at a meeting)', 'act of moving';
Movement means 'action of changing position/of not being still', 'group of people working towards a certain aim';

comment or **commentary**?
Comment means 'remark', 'what you feel about something'.
Commentary means 'remarks about a book, etc.', 'spoken report on a football match, etc.';

to nominate or **to appoint**?
To nominate means 'to name', 'to propose'.
To appoint means 'to give someone a job';

to apply or **to appeal**?
To apply means 'to ask for a job', 'to put something on something'.
To appeal means 'to ask someone to judge', 'to attract'.

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Unit IV

Lesson IV
Judicial Authority

He that puts on a public gown must put off a private person.
Proverb

DISCUSSION POINTS

1. What is the third power in the Republic of Moldova?
2. Which of these bodies represent judiciary in Moldova?
   The Ministry of Justice, the Parliament, the Supreme Court, the Court of Appeal, the Government, the Constitutional Court, the President.
3. What is the mission of the judicial power?
4. Match the person with what he/she does:

a judge	speaks in court in favour of a person
a prosecutor	hears and decides cases in a law court
an advocate	starts legal proceedings against somebody

5. In your own words comment on the proverb of the lesson.

READING AND SPEAKING

1. Scan the text below to find out what it is about.
2. Study the words from the Word Study Box. Explain/translate them.
3. Read the text. While reading jot down words and expressions denoting what an independent judiciary means. Share your variant with your peers.

The Cornerstone of Any Democratic Society

Every democratic state is concerned about the issue of an independent judiciary.

Judicial independence is the concept that the judiciary needs to be kept away from the other branches of government. That is, courts should not be subject to improper influence from the other branches of government, or from private or partisan interests. Judicial Independence is vital and important to the idea of separation of powers.

In accordance with the Universal Declaration of Human Rights, the principle of the independence of the judiciary entitles and requires the judiciary to ensure that judicial proceedings are conducted fairly and that the rights of the parties are respected. It also stipulates that judges shall always conduct themselves in such a manner as to preserve the dignity of their office and the impartiality and independence of the judiciary.

Thus, the independence of the judiciary presupposes a high standard of morality on the part of the judges.

In the Republic of Moldova justice is administered by the Supreme Court of Justice, the Court of Appeal, by tribunals and the courts of law. The judges sitting in the courts of law are appointed by the President of the Republic of Moldova following a proposal submitted to him by the Higher Magistrates Council.

The selection of judges must be based on qualification, honesty, competence, integrity and experience. They are elected for a five-year term. Judges sitting in the courts of law are independent, impartial, and irremovable under the law.

Word Study

court [kɔ:t] n – (a large room in) a building where trials or other legal cases happen

entitle [ɪn'taɪtl] v – to give someone the right to do something

submit v – to give/offer something for a decision to be made by others

foster v – to encourage the development or growth of ideas or feelings

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The office of judge is incompatible with holding another public or private remunerated position, except in the area of teaching or scientific research.

Independence is vital to fostering public confidence in the fairness and objectivity of the justice system. The public loses confidence if the judiciary fails to prove its independence through its mode of operation.

Judicial independence is closely related to the judge's ability to apply the law appropriately. Ignorance leads to dependence.

4. Read the text more attentively. Get ready to answer the following questions.
   a. What does independent judiciary mean?
   b. How do you understand the statement? "… that judicial proceedings are conducted fairly and that the rights of the parties are respected".
   c. What does "a high standard of morality" mean?
   d. Can you explain what "to be incompatible with …" means?
   e. Do you agree that "ignorance leads to dependence"? Explain why.

5. State whether the statements below are true (T) or false (F). If they are false, correct them.
   a. The legislative and the executive branches should not control the judicial power.
   b. Judges should be impartial.
   c. Judges should demonstrate a high standard of morality.
   d. In the Republic of Moldova justice is administered by the Parliament.
   e. Judges in Moldova are elected for a 6-year term.
   f. The office of judge is not compatible with holding another public or private remunerated position.

6. Find in the text words that mean the same as:

a. to worry about something	e. to keep something as it is
b. principle or idea	f. not able to exist/work with
c. following or obeying a rule	g. to pay someone for work/services
d. to state exactly	h. in connection with

7. Match the words below in pairs of either synonyms (S) or antonyms (A).
   Branch; wisdom; private; model; vital; to guarantee; to require; union; lowliness; department; to fail; ignorance; to ensure; to ask; dignity; essential; standard; public; to succeed; separation.

8. In about 9-10 sentences summarize what you have learnt about independent judiciary.

SPEAKING AND WRITING

1. Work in pairs. Study the words below, then fill in the gaps.
   Meaning, clients, civil, law firms, advice, represent, finance, fee, accused, debt , attorneys, litigation, contracts, voluntary, license, law, crimes.

   A lawyer (also known as barrister, attorney or solicitor) is someone who practises (1) … . A lawyer has earned a degree in law, and has a (2) … to practise law in a particular area. The (3)… of the term "lawyer" may vary from place to place. The majority of (4) … work in private practice focusing on criminal or civil law. Lawyers practising criminal law represent people charged with (5) … . Lawyers specializing in (6) … law help clients draft wills, set up trusts, draft (7) … and assist with numerous other legal issues. An important aspect of a lawyer's job is developing and managing relationships with (8) … . Lawyers are always free to form (9) … associations known as (10) ... . Attorneys generally charge a (11) … for the work that they do, but sometimes (12) … is offered freely. In many cases, if a person is (13) … of a crime and unable to pay for a lawyer, the government will pay a lawyer to (14) … him using tax money. Some law firms in Moldova specialize in banking and (15) …, acquisitions and privatizations, (16) … collection, investment, family, (17) … and other spheres.

2. Work as a class and check.

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3. Improvise a round-table discussion about the job of an attorney. In 1-2 sentences conclude whether this job requires knowledge, professionalism and experience, and give reasons.

4. A public prosecutor is a government official who conducts criminal prosecutions on behalf of the state. Below, there are some sentences describing the role and the status of public prosecutors in Moldova. Unscramble the sentences and write a paragraph related to this topic.
   a. The prosecutor general is appointed by Parliament following a proposal submitted to the latter by its president.
   b. They have to carry out their function in public interest and act with fairness and objectivity.
   c. A prosecutor is one who starts a legal proceeding against those who break the law.
   d. The prosecuting authorities must respect the complete independence of the court.
   e. It is in the nature of the public prosecuting office to be structurally subject to other superior bodies.
   f. The principal role of the public prosecutors is to represent society in the courts in order to guarantee the application of law and to institute proceedings.
   g. The public prosecuting system is composed of the General Prosecution Office, territorial prosecution and specialized prosecution offices.

5. Share your variant with the class. Come to a consensus.

6. Work in pairs. Make up a dialogue on the paragraph you have written.

7. Form antonyms from the words given.

   Dependence; partial; morality; honesty; to accept; partial; removable; competence; appropriate; compatible; ability; proper; legal; fair; official.

8. Choose the best variant.
   a. She is snobbish (*thus, yet*) people like her.
   b. (*Even though/ As soon as*) he failed, he won't give up his ideals.
   c. He fell asleep (*after, while*) he was watching the film.
   d. Things were different (*as, when*) we were young.
   e. Let us wait here (*until, only if*) the rain stops.
   f. You cannot be a lawyer (*if, unless, even if*) you have a law degree.

9. Fill in the correct articles where needed.
   a. My grandmother likes … flowers very much.
   b. I love … flowers in your garden.
   c. I always listen to … radio in the morning.
   d. Alex goes to work by … bus.
   e. Don't be late for … school.
   f. Listen! Dennis is playing ... trumpet.
   g. We often see our cousins over … Easter.
   h. She has never been to … Alps before.

10. Use the correct forms of the verbs in parentheses.
    a. We (*eat*) at a restaurant every night. We (*know*) the owners.
    b. I think it (*rain*) tomorrow. It's very cloudy.
    c. When they (*come in*), all the children (*stand up*).
    d. As soon as they (*come*) here, we (*start*) the meeting.
    e. When I (*be)* twenty, I (*visit*) my Hungarian relatives.
    g. She (*ever/help*) you with your projects?
    h. She (*not answer*) when we (*call*) her last Sunday.

11. In about 120 words comment ot the statement:

    "*The more corrupt the state, the more numerous the laws*".

    Tacitus

Remember!

ensure, insure *or* **assure?**
Ensure means 'to make something certain to happen'.
Insure means 'to arrange for money payment in case of loss of (property, profit, etc.) or accident or death'.
Assure means 'to tell confidently or positively';
access *or* **excess?**
Access means 'the right to approach, enter, or use something'.
Excess means 'an amount that is more than acceptable, expected or reasonable'.

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Lesson V
After Twenty Years

The post of honour is the post of danger.

DISCUSSION POINTS

1. Can you guess the name of the writer from the text given below?

He was one of the most successful writers who concentrated his attention upon lower levels of society. He is called "the American Maupassant" and is ranked among the world's outstanding short-story writers. He is the author of about three hundred short stories. The best of these stories were published in the books: "Cabbages and Kings", "The Four Million", "Heart of the West" and a few others.

He was born in Greensboro, North Carolina, in 1862, and was an outstanding humorist. His credo was, "Art should be true and democratic. It should address contemporary life and should embrace all aspects of life."

Among his well-known works are: "The Gift of the Magi", "A Service of Love", "The Last Leaf", "No Story".

2. Which of the stories mentioned above, if any, have you read?
3. What is significant in the way the writer ends his stories?

READING

1. The title of the text you are going to read is "After Twenty Years". Make your predictions.

a. The text is about:
- love
- friendship
- business

b. The action takes place:
- in a restaurant
- in one of New York's streets
- at the police station

c. The article is entitled "After Twenty Years" because:
- the characters get married after 20 years
- they meet after 20 years
- they divorce after 20 years

d. One of the characters went to the West:
- on business
- to make his fortune
- to forget his beloved

e. One of the characters gets a note. It contains:
- a love message
- an appointment
- a summons to the police station

f. "Silky" Bob is:
- a nickname
- a pseudonym
- a trial name

2. Skim the text for words, expressions and facts in support of your predictions.
3. Read the text. Think about the questions.
- Should one be loyal to a friend in spite of everything?
- What does the statement "The West is rather a big proposition" imply?

After Twenty Years

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The chilly gusts of wind, with a taste of rain, had depeopled the streets.

The officer made a fine picture of a guardian of the peace. The vicinity was one that kept early hours.

About midway along a certain block, the policeman suddenly slowed his walk. In the doorway of a hardware store, a man leaned with an unlighted cigar in his mouth.

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"It's all right, officer", he said. "I am waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny, doesn't it?"

The man lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow.

"Twenty years ago tonight", said the man, "I dined here at "Big Joe" Brady's with Jimmy Wells, my best chum and the finest chap in the world. We were raised here in New York like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to start to the West to make a fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have come. In twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be".

"It sounds pretty interesting. Haven't you heard from your friend since you left?" the policeman asked.

"Well, the West is a pretty big proposition. But I know Jimmy will meet me here, if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget although we had lost track of each other long ago."

"Did pretty well out West, didn't you?"

"I hope Jimmy has done half as well. I have had to compete with some of the sharpest wits going to get my pile."

"I'll be on my way. Hope your friend comes around soon", said the policeman and left.

He waited about twenty minutes before a tall man in a long overcoat, with collar turned up to his ears, approached him.

"Is that you, Bob?" he asked doubtfully. "I was sure I'd find you here."

"You've changed lots, Jimmy. I never thought you were so tall by two or three inches. Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, we'll go around to a place and have a good chat, Bob."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

When they came into the glare of some electric lights the man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one", said the tall man. "You are under arrest, Silky Bob. Chicago thinks you may have dropped over our way and wires she wants to have a chat with you. Before we go on to the station here's a note I was asked to hand you. It's from patrolman Wells. You may read it here".

The man from the West unfolded the little piece of paper. His hand had begun to tremble by the time he had finished reading. The note was rather short…

4. Find in the text words that mean the same as the following:
   1) a wide or main street
   2) to empty the streets
   3) to bend or decline
   4) mark left by a healed cut, wound or sore
   5) firm or loyal
   6) what is offered to be considered
   7) to speak quickly, in an angry voice
   8) strong, fierce light
   9) to sink out of sight
   10) one's best friend.

5. Match the words in pairs of either synonyms (S) or antonyms (A).
   Gust; to glare; fortune; to wire; neighbourhood; dead; to chat; unusual; to telephone; wit; to drag; alive; to tremble; breeze; to fasten; vicinity; to glimmer; destiny; habitual; to push; ignorance' to shake; to release; to talk.

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6. Read the text again. While reading, in two columns, put down words and expressions that characterize each of the two friends. Share them with your classmates.

SPEAKING AND LISTENING

1. In your own words explain the following.
   a. The vicinity was one that kept early hours.
   b. You couldn't have dragged Jimmy out of New York.
   c. Well, the West is a pretty big proposition.
   d. We had lost track of each other long ago.
   e. The man from the West, his egotism enlarged by success, was … .
2. Answer the questions about the two characters.
   a. What did you learn about Bob? What did you learn about Jimmy? What did the West have to do with Bob?
   b. Did Bob manage to make his fortune? In what way? Give reasons.
   c. What is the role of the word 'egotism' in characterizing Bob? What features of Bob's character does it reveal?
   d. In your opinion, is Bob a problematic, a suspicious, a doubtful or a questionable character? Cite the text to motivate your answer.
   e. What do you think Jimmy Wells might have written in his note to Bob?
3. Listen to the ending of the text. Is it a happy, a sad or a surprising one? What events do you find to be the most intriguing ones? Give reasons.
4. Use contrast to compare the two characters. Make use of the words and phrases you have put down in exercise 6, as well as of the following joining/linking words/discourse markers: *on the one hand… on the other hand; on the contrary; nevertheless; otherwise; still; and yet; as opposed to; in spite of …; anyhow; at the same time; moreover; meanwhile; therefore; despite; though; even though; although; instead of; unlike; contrary to; in a word; for example; in fact; in other words; on the whole; finally; in conclusion*.
5. Retell the story of the two friends. Avoid using direct speech.
6. Read through Life's Little Instructions and comment on each of them.

WRITING

1. Match each phrasal verb with its meaning:

1) to get up a party	a. to stop having
2) to fall in with one's plans	b. to collapse
3) to be down and out	c. to put an end to
4) to look up to	d. to understand
5) to be run down	e. to organize
6) to take after	f. to be poor
7) to give up something	g. to agree
8) to break down	h. to be ruined
9) to make out	i. to resemble
10) to do away with	j. to respect

2. Fill in the necessary prepositions:
   1) ... the doorway; 2) to approach ... somebody; 3) it is the only place ... earth; 4) to start ... the street; 5) to work ... a plan; 6) arm ... arm; 7) to lose track ...; 8) to be ... arrest; 9) to start ... the West; 10) to have one's destiny worked...; 11) to drop ... one's way; 12) to wait... .
3. Fulfill one of the given topics.
   a. In about 120 words comment on one of the Life's Little Instructions.
   b. Imagine you are a journalist who witnessed the discussion between the police officer and Bob. Write a 90-100-word article for a newspaper. Choose an attractive title.
   c. Write an imaginative dialogue between Jimmy and Bob in case they had met that night.

Life's Little Instructions

- Remember the 3R's: respect for self, respect for others and responsibility for all your actions.
- Don't overlook life's small joys while searching for the big ones.
- Do the right thing regardless of what others think.
- Live your life as an exclamation, not an explanation. Don't be afraid to say, "I made a mistake".
- Never swap your integrity for money, power or fame.
- Don't confuse wealth with success.
- Don't confuse comfort with happiness.

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Lesson VI
Round up

1. Agree or disagree. Give reasons.

   a. The greatest blessing of any democracy is freedom.
   b. The Parliament of the Republic of Moldova is the supreme representative body of the people.
   c. The office of government is incompatible with the holding of another remunerated position.
   d. We can build a better society by working on ourselves.
   e. It is the judicial power that carries out the domestic and foreign affairs of Moldova.

2. Match a word or words from column **A** with a word or words from column **B** to form collocations. Make up short dialogues about the three powers you've learnt about using the newly-formed collocations.

A	**B**
1) to share	a. the community norms
2) to govern	b. track of
3) to exercise	c. legislation to Congress
4) to observe	d. directives
5) a freely expressed	e. a vote of nonconfidence
6) to propose	f. common household/property
7) to negotiate	g. in on someone
8) to issue	h. suffrage
9) to carry	i. late hours
10) to keep	j. on behalf of
11) to make	k. treaties
12) to lose	l. one's power
13) to drop	m. fortune

3. **A**. Fill in with prepositions:
   a. to disagree...
   b. to act ... the name ...
   c. to be endowed ...
   d. to distinguish ...
   e. to differ ...
   f. to approve ...
   g. to remove ... office
   h. to be based ...
   i. to compete ...
   j. to start ... the street
   k. to be ... arrest
   l. to be related ...

   B. Use some of these collacations verbs in sentences of your own.

4. For each word in column **A** find a word in column **B** that means the opposite.

A		**B**	
a. outside	g. broad	a. narrow	g. unavailable
b. to accept	h. to approve	b. insignificant	h. guilty
c. available	i. to revoke	c. to forbid	i. inside
d. careful	j. success	d. to ratify	j. to deny
e. to confess	k. to allow	e. to reject	k. to disapprove
f. significant	l. innocent	f. failure	l. careless

5. Fill in with the necessary article, if any.

   There once lived ... wealthy farmer who owned more land than anyone else in ... country. He hoarded ... silver in chests and ... drawers, besides earning interest as ... money-lender.
   But one thing was lacking, for he was ... widower.
   One day ... young daughter of his neighbour came to work for him. ... wealthy farmer took ... immediate liking to her. He believed that if he only hinted at ... marriage, she would jump at ... chance, since her father could not afford ... dowry. So he told her he had ... mind to find himself ... bride.
   ... girl was astonished. She could hardly hide ... smile.

6. Place the modifiers in the right order.

   1) Has anyone seen my (*worn, old, wet, dirty*) shoes? 2) He married a (*very attractive, young, fair-haired, tall*) girl. 3) Kit seized from the shelf the (*rough, small, bright*) stone and held it in her (*small, skinny, smooth*) hand. 4) His (*young, solemn, oval*) face was even graver than before. 5) A (*tall, young, angular*) man with a (*narrow,*

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pale) face welcomed them. 6) Why don't you put on the (*cotton, thin, nice*) skirt you were wearing yesterday? 7) The (*delicious, first, cheap*) course was quite enough for me. 8) I can't stay all the time in that (*big, old, suburban, cold*) house. 9) It is a pleasure to be there during the (*nice, warm, green*) summer time when the air is fresh.

7. Fill in with the correct pronouns.

   1) They will soon announce ... they have chosen to represent them. 2) If we could only see ... as others see us. 3) Everyone has ... own way of doing things. 4) He never seems to be listening to what people say to ... . 5) He doesn't believe in ... at all. 6) Can you lend me ... pair of scissors? 7) Our cat ... fur is grey is very friendly. 8) The people ... had bought the house from us painted it a bright blue. 9) My aunt will visit ... soon. 10) Everyone finished the text except ... . She is so slow. 11) Every nation has ... own special problems.

8. Use the correct forms of the verbs in brackets.

   1) What you (*to think*) about when I (to enter)? 2) After they (*to walk*) four miles they (to see) an old house. 3) The train (*to arrive*) when she (to speak) to the porter. 4) It (*not to rain*) hard. It (*to clear up*) in a little while, I hope. 5) She always has a guilty conscience if she (*not to do*) things in the right way. 6) Those two men (*to quarrel*) for some time. They are both very upset. 7) By next year, she (*to forget*)everything she learned in this class. 8) By the time we (*to get*) to the airport, our plane (*to leave already*). 9) I (*to hear*) some loud noises right now. 10) All the students' grades (*to distribute*) next week. 11) Her dress (*to tear*) on a nail. 12) You ever (*to speak*) to him about this matter?

9. Choose the best variant.

   1) The (*principal/principle*) of the firm gave everyone a (*raise/rise*). 2) Good character depends upon high (*principals/principles*). 3) New (*movements/motions*) were made in parliament for his removal. 4) He sensed rather than heard (*movement/motion*) on the first floor. 5) These are the rules and they (*apply/appeal*) to everyone. 6) The music of the Beatles continues to (*apply/appeal*) to people of all ages. 7) To remove the (*excess/access*) data, we need to (*access/excess*) the system first. 8) I (*ensure/assure/insure*) you that I will (*assure/ensure/insure*) my car as required by law. 9) (*Insure/Assure/Ensure*) that what you are writing is correct.

10. Choose a word that fits the sentence best.

    1) Prepare for your career now. (*Instead/Otherwise/Anyhow*) it will be too late. 2) I have no time to talk about it, (*besides/furthermore/in addition*) I am too tired. 3) They planned to start earlier, and (*so/thus/in fact)* to arrive on time. 4) His report hasn't been (*Also/for this purpose/finally*) approved. 5) (*Otherwise/Although/Moreover*) this may be true, you have no right to speak about it in public. 6) The conclusions are not well thought out, (*however/moreover/on the other hand*) they have little to do with the content. 7) I will lend you my book (*in case/on condition/even if*) you don't damage it. 8) (*In spite of/Despite of*) the bad mark she was in high spirits. 9) We haven't paid the rent yet. (*Moreover/Thus/In fact*), in two days we have to buy the tickets we have reserved. 10) (*To sum up/In the same way/As a result*), our team is now one of the best in the world.

11. Fill in with **can, could** or **be able to** in the correct form.

    1) Yesterday I ... go to the theatre, because I had little work.
    2) He ... give you this book now.
    3) Last year we ... not speak English.
    4) She said they ... jump over the fence.
    5) I ... go to a dancing party tomorrow.
    6) Each student ... take only one book home.
    7) ... you wait till next week?
    8) We were told that on Saturdays we ... stay at home.

12. Complete these sentences using **few, very few, a few, little, very little** or **a little**.

    1) There are lots of vegetables on the plates, but ... fruits. 2) He is good at foreign languages, but he knows ... about mathematics. 3) I took plenty of sugar and ... milk. 4) He comes home so tired that he can do ... work in the evenings. 5) They were hungry, but fortunately they had ... money left. 6) Diana drank ... water. 7) Could you give me ... help? 8) I have to see ... friends in the afternoon. 9) The cinema was almost empty. There were ... people there. 10) He always puts ... salt in his food. 11) Would you like ... peaches? 12) ... students really understood what the lecture was about.

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Lesson VII
Evaluation Test

A. Read the text and do the tasks associated with it.

A Melting Story

One winter evening a country shopkeeper was about to close his shop for the night. He went out to shut the windows from outside and through the glass he noticed a man in the shop quickly take a pound of fresh butter and hide it in his hat. „What fun I'll have," the shopkeeper said to himself as he thought of a way to punish the man for stealing. Seth already had his hand on the door, ready to leave the shop as quickly as possible. „I say, Seth,"sit down. On such a cold night as this, it is very pleasant to sit in a warm room." Seth didn't know what to do. He had the butter in his hat, and he wanted to get out of the shop at once. But the shopkeeper took Seth by the shoulder and made him sit close to the stove in a corner among the boxes and barrels. "We'll make it a little warmer, Seth,"he said as he opened the stove door and put a number of sticks inside."If you are not warm enough you'll freeze when you go out on a night like this". Seth already felt the butter melting, and he jumped up and said he must go. "Not till you are quite warm, Seth. I'll tell you a story," said the shopkeeper as he made Seth sit down again. "Oh, it's so hot here," said Seth. "Sit down, don't be in such a hurry.' "But I must go . My cows ... they're hungry. I must go and feed them". "Don't hurry, Seth, let the cows take care of themselves". Poor Seth, he didn't know what to do. The butter began to melt and came pouring from under his hat down into his eyes and mouth. The shopkeeper was talking as if nothing was the matter and continued to put sticks into the stove. "Fine night this," he said. "Seth, why don't you take your hat off? You seem to be warm. Let me put your hat over here." No!" cried poor Seth at last. "No! I must go! Let me go out. I'm not well. Let me go!" The butter was now pouring down the poor man's face and neck and even down his body into his boots, so that he was in a perfect bath of oil. "Well, good night, Seth," said the shopkeeper smiling, "if you really want to go." Then he added, as Seth started out of the door. "I say, Seth. I think the fun I have had of you is worth nine pence so I shan't charge you for that pound of butter in your hat."

After Mark Twain

B. Fulfill the following tasks.

1. Find in the text:
   a. the antonym of *'stale';*
   b. the synonym for *'to close';*
   c. the synonym for *'to require';*
   d. the antonym of *' to open'.*

2. Write:
   a. a noun formed from the adjective *'warm';*
   b. an adjective formed from the verb '*to hide';*
   c. a verb formed from the noun *'pleasure';*
   d. an adverb formed from the verb *'to hurry'.*

3. Answer the questions.
   a. Why did the shopkeeper decide to have fun with Seth?
   b. Why didn't the shopkeeper tell Seth directly he knew about the theft?
   c. Why do you think Seth didn't want to take his hat off?
   d. Do you agree or disagree with the punishment? Why? Give reasons.

4. Change the sentences into Reported Speech.
   a. "If you are not warm enough you'll freeze when you go out on a night like this", said the shopkeeper.
   b. "Sit down, don't be in such a hurry", the shopkeeper told Seth.
   c. "But I must go. My cows ... they're hungry. I must go and feed them", said Seth.
   d. "Seth, why don't you take your hat off? You seem to be warm. Let me put your hat over here", the shopkeeper asked.
   e. "I think the fun I have had of you is worth nine pence so I shan't charge you for that pound of butter in your hat".

5. In about 120 words comment on the statement:"*Honesty Is the Best Policy*". Bring at least 2 arguments/examples to support your view point.

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C. Vocabulary and Grammar

1. Form different parts of speech from the words given: *body; human; develop; relate; exist; harmony; differ; parliament; implement; propose; partial; able; fold.*

2. Fill in with words formed from the ones in parentheses.
   1) Do you believe in the *(exist)* of ghosts? 2) Her heart is too full of *(selfish)* and *(affect)* to allow a dream of fear or *(kind)*. 3) The *(parliament)* elections will be held next year. 4) We live in an *(depend)* country. 5) Judges should preserve the *(partial)* and *(depend)* of the judiciary. 6) I am *(doubt)* about her *(able)* to make this *(character)*.

3. Encircle the correct variant.
   1) None of the *(passers-by; passer-bys)* stopped to help the old man. 2) Physics *(is; are)* rather difficult for me. I should work more. 3) She doesn't have many friends; just *(few; a few)*. 4) It was *(so; such)* a long journey that she got exhausted. 5) I think she will *(do; make)* a good teacher. 6) She feels *(sure; surely)* they have passed the exam successfully. 7) If it *(hadn't rained; didn't rain)*, we would have worked in the garden. 8) She wished they *(listened; had listened)* to her advice. 9) He made *(a, the, -)* rapid progress in learning Chinese. 10) The people *(which, who, whom)* live next door to us, are very friendly. 11) We can *(not longer, no longer, any longer)* tolerate corruption. 12) Have you got any *(farther, further, farer)* questions? 13) If we could only see *(us, ourself, ourselves)* as others see us. 14) *(Must, May, Shall)* I have your pen for a while? *(My, Mine)* doesn't write. 15) Don't take it close *(at, to)* heart; calm *(away, down)* and keep your chin *(up, over, in)*.

4. Use the correct form of the verbs in parentheses.
   1) Before she *(to leave)* the house, she *(to write)* him a message. 2) When they *(to arrive)*, the child *(still, to sleep)*. 3) ... they already *(to tell)* the marks for the exam? 4) If it *(not to rain)*, I shall go on a hike. 5) I am glad to notice that my suit *(to clean)*. 6) He assured us that Shakespeare *(to be born)* in 1564. 7) ... the child *(to have)* anything to eat before he *(to go)* to bed? 8) – Why are you so breathless? – We *(to run)* all the way to the cottage.

5. Fill in with the correct pronouns.
   a. She's angry with ... for making such a mistake.
   b. ... say that number thirteen is unlucky.
   c. Everyone is expected to do ... best.
   d. If we could only see ... as others see us.
   e. My aunt will visit ... soon.
   f. Neither of the boys has done ... homework.
   g. ... is quite pleasant to spend a day in the forest.
   h. Can you tell me ... house is theirs?
   i. The dog, ... master is my cousin, is very friendly.
   j. Every nation has ... own special problems.

6. Choose a word that fits the sentence best.
   1. We stayed at home ... of the rain.
      • *till* • *because* • *therefore*
   2. ... speaking, we enjoyed ourselves greatly.
      • *however,* • *finally* • *generally*
   3. You may sleep ... you wish.
      • *so long as* • *as soon as* • *as long as*
   4. Prepare for your career now. ... it will be too late.
      • *instead* • *otherwise* • *anyhow*
   5. I ... saw her at the exhibition.
      • *firstly* • *last* • *before*
   6. She will help us ... busy she is.
      • *nevertheless* • *though* • *however*

7. Change the sentences into the Passive Voice.
   1) They didn't find fault with her; they were to blame.
   2) She must share her dormitory with her colleague.
   3) They are implementing new methods in teaching.
   4) People attend universities for different reasons.
   5) She was still waiting for him downstairs.
   6) Her departure had disappointed them.
   7) She will finish the report by noon.
   8) How do sports influence people's health?

8. Open the parentheses using the correct Conditional.
   1) We (go) for a walk if it were not raining.
   2) What would you have answered if you (ask) this question?
   3) I wouldn't trouble him if I (know) he was so busy.
   4) If they ask us to make a choice, we (not hesitate).
   5) If she (not lend) us a hand, we wouldn't manage to cope with the task.

9. In about 120 words write a diary entry/a personal reflection about a event in our society you have recently witnessed or read about.

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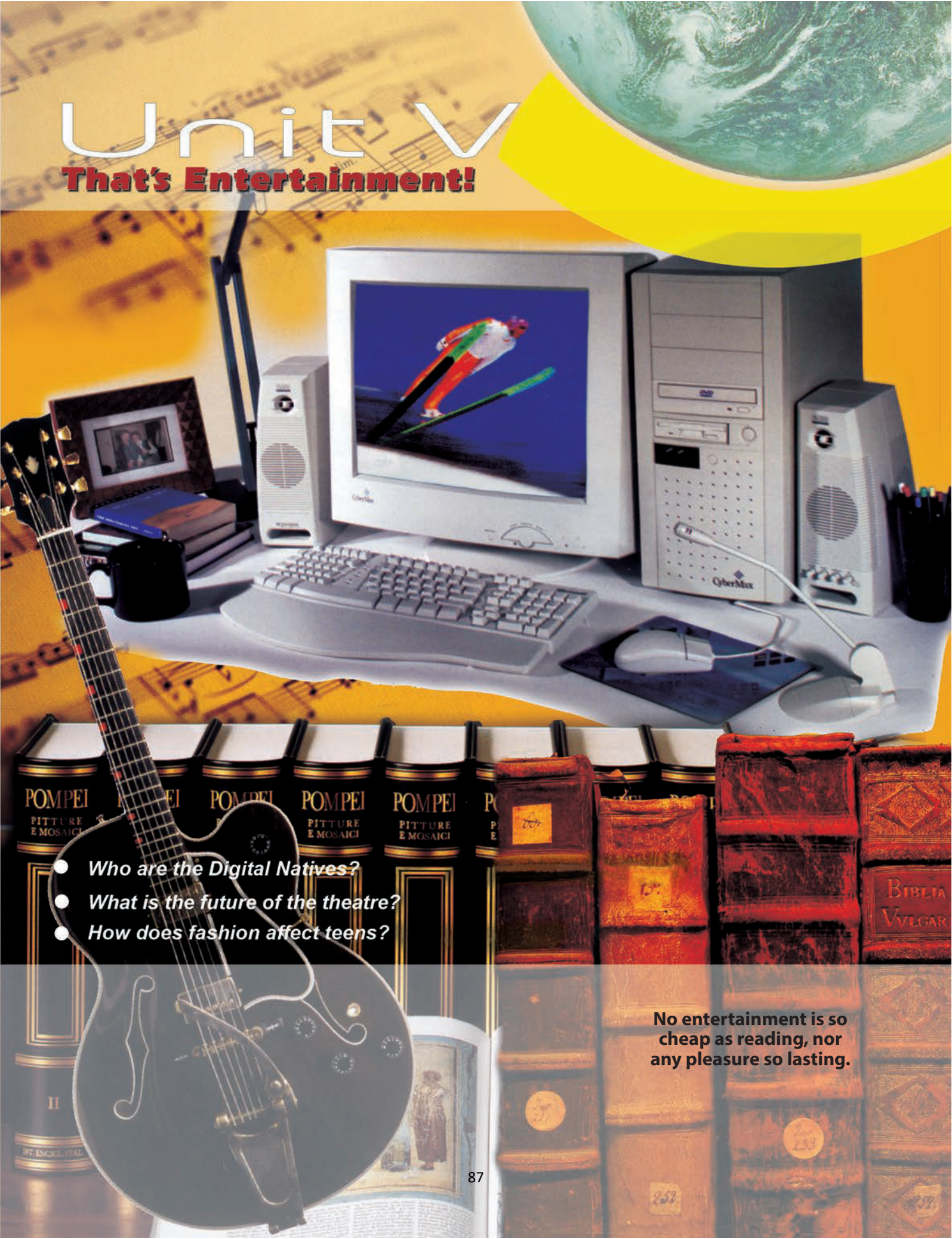
Unit V

That's Entertainment!



- *Who are the Digital Natives?*
- *What is the future of the theatre?*
- *How does fashion affect teens?*

No entertainment is so cheap as reading, nor any pleasure so lasting.

Unit V

Lesson I
At Leisure

The busiest men find the most leisure.
Proverb

DISCUSSION POINTS

1. In pairs, prepare a list of different social facilities in your town (i.e. sport, entertainment, the arts, etc.). Discuss your lists with the rest of the class.
2. In small groups, take turns at describing a typical week in your social life. Do you take full advantage of the social facilities offered by your town?
3. Look at this questionnaire and think about your answers to the following.
   a. Number of visits to the opera and ballet each year.
   b. Indicate preferences by putting a number from 1 to 4 beside these common leisure activities (1 as favourite):
      going to the theatre; watching television;
      listening to music; going to the country.
   c. Favourite actors.
4. Ask another student questions so that you can complete this questionnaire for him or her. Discuss your answers as a class.
5. Comment on the quotation of the lesson.

LISTENING

1. Work in pairs. Predict what words will go to complete the dialogue below.

At the Box Office

Ion: Are there any seats left for tonight's …?
Cashier: How many do you want?
Ion: Two, please.
Cashier: I've got two together in the … at 4 lei, two in the … at 6 lei, and two in a box at 10 lei each.
Ion: I'll take two in the …, please.
Cashier: Here are your …, young man, numbers six and seven in … 10. That will be 12 lei, please.
Ion: Here you are. Thank you. What time does the … start?
Cashier: At six thirty. The doors open at … .

2. Listen to the dialogue and check your predictions.
3. Compare your answers with those of your partner.

Word List

Parts of the Auditorium:
stalls
front stalls
back stalls
upper circle
dress circle (Am. balcony, mezzanine)
gallery (balcony)
boxes
theatre seats
orchestra pit
stage
proscenium
forestage (apron)
revolving stage
curtain
prompt box
theatrical curtain
theatre hall
wings
aisle
footlights

Swan Theatre. Stratford-upon-Avon

SPEAKING

1. Role Play the following situation.

   You have decided to go to the theatre. They are playing "Macbeth", "King Lear" and "Hamlet". "Hamlet" is on Saturday evening. You go to the box office and ask the cashier if there are some seats left for "Hamlet".

2. Use the words from the Word List Box to describe the interior of a theatre and explain where you like to sit when you go to the theatre.

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3. Work in groups of three or four. One student should choose the name of one of the types of plays given in the box below. The other members of the group will have to ask questions to guess the type of the play he or she has chosen.

E.g. a. Does the play deal with historical events?
b. Does it combine tragic and comic elements?

tragedy	mystery	morality
comedy	drama	musical
tragi-comedy	miracle	nativity

4. Take turns at interviewing each other to find out what types of play you prefer watching.

5. What educational programmes do you listen to on TV and radio? Are there any types of music you don't like? If so, why?

6. In each set of words, cross out the word that does not have a similar meaning to the italicized word:

opera	grand opera, a bass, chamber opera
a soloist's part	operetta, aria, recitative
ballet	a full-length ballet, a one-act ballet, a song
singer	a contralto, a ballerina, a tenor

7. Călin and Ilie are at the opera theatre. Predict the sequel of their conversation.

Călin: I've heard you are a great opera-lover. What operas have you heard?
Ilie: Yes, I am very fond of operas. I've heard many, but my favourite opera is Giuseppe Verdi's "Aida".
Călin: How about going to the opera and ballet theatre tonight?
Ilie: With pleasure. I'd love to.
Călin: Here are your tickets. Two dress-circle.
Ilie: O.K. Let's meet at 6 p.m.
Călin: Good, see you.
Ilie: Bye-bye.

Remember!

row [rəʊ] or **row** [raʊ]?
The first word means '(a) line (of chairs, etc.)'; 'a short trip in a rowing boat'.
As a verb it means 'to make a boat go forward by using oars'.
The second word means 'loud noise', 'sharp argument'.

READING

Read the text once, say what it is about and state if the title of the story is a fitting one.

By Heart

Some plays are so successful that they run for years on end. In many ways, this is unfortunate for the poor actors who are required to go on repeating the same lines night after night. One would expect them to know their parts by heart and never have cause to falter. Yet this is not always the case.

A famous actor in a highly successful play was once cast in the role of an aristocrat who had been imprisoned in the Bastille for twenty years. In the last act, a gaoler would always come on to the stage with a letter which he would hand to the prisoner. Even though the noble was expected to read the letter at each performance, he always insisted that it should be written out in full.

One night, the gaoler decided to play a joke on his colleague to find out if, after so many performances, he had managed to learn the contents of the letter by heart. The curtain went up on the final act of the play and revealed the aristocrat sitting alone behind bars in his dark cell. Just then, the gaoler appeared with the precious letter in his hands. He entered the cell and presented the letter to the aristocrat. But the copy he gave him had not been written out in full as usual. It was simply a blank sheet of paper. The gaoler looked on eagerly, anxious to see if his fellow-actor had at last learnt his lines. The noble stared at the blank sheet of paper for a few seconds. Then, squinting his eyes, he said: "The light is dim. Read the letter to me." And he promptly handed the sheet of paper to the gaoler. Finding that he could not remember a word of the letter either, the gaoler replied, "The light is indeed dim, sir. I must get my glasses." With this, he hurried off the stage. Much to the aristocrat's amusement, the gaoler returned a few minutes later with a pair of glasses and the usual copy of the letter which he proceeded to read to the prisoner.

From English Online

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UNDERSTANDING WHAT YOU'VE READ

1. Explain in your own words the meaning of these words and expressions:

on end	a blank sheet of paper
night after night	(not) to be written out in full
fellow-actor	to squint one's eyes

2. Express the following in one word:
to move or speak hesitantly; person in charge of the prisoners in a gaol; (of a light) not bright; to continue/to go further; the state of being amused/enjoyment; a small room in a prison for one person or a small number of people; large section of a play; platform (on which a play is acted, etc.).

3. Give extensive answers:
1) Why would the audience expect the actors to know their parts by heart? 2) What role did the actor have to perform in a highly successful play? 3) Why do you think the actor always insisted that the letter which was handed to him by the gaoler should be written out in full? 4) What kind of copy of the letter did the prisoner get one day? 5) Why did the actor squint his eyes when he started reading the letter, which in fact, was a blank sheet of paper? 6) Why was it necessary for the gaoler to bring a pair of glasses and the usual copy of the letter on the stage? 7) What do you think followed next?

4. Respond as in the model:

> – I wondered if they had tested the equipment at the plant.
> – Yes, they had.

Prompts:
1) to advertise the goods; 2) to win a victory over the enemies in the War of Independence; 3) to proclaim the independence from …; 4) to follow his mother's advice; 5) to make a public show with marches and meetings; 6) to sing an old Romanian song; 7) to see the New Year in; 8) to send good wishes to all our friends.

5. Ask and answer as in the model:

> – Had the contract been signed before they started the talks with Smith and Co?
> – No, they hadn't.

Prompts:
1) to advertise the latest trends by the fashion designers; 2) to reserve accommodation for the team; 3) to build the new commercial centre; 4) to use part of the information; 5) to put up flags on buildings; 6) to check all the tests; 7) to inspect five boxes; 8) to correct all the mistakes in our dictations.

WRITING

Write a paragraph about a play you have enjoyed watching recently. Make use of words and expressions from the Useful Words and Phrases box. Describe what was happening on the stage: Where was the scene set? What characters were involved in the scene? What was the main conflict about?

Useful Words and Phrases

production is that version of the play which the director creates for presentation on the stage;
performance is the action or an act of performing a character in a play, a piece of music, tricks, etc., especially in the presence of the public;
director is the person who heads the company;
producer is the person who stages or produces a play;
manager is the person responsible for the whole financial side of a theatrical production;
cast is the group of actors appearing in a particular performance;
audience is the usual word for those watching a theatrical performance or other entertainment. If we mean one person, we may use **a member of the audience** (*formal style*), or **one of the audience** (less formal).

Remember!

Spectator – is not used in connection with the theatre, cinema, etc. It is restricted to outdoor events, such as matches, races, processions, etc.;

goal [gəʊl] or **gaol** [dʒeɪl]?
Goal means 'aim', 'object of effort/ambition'; 'points won' or 'to score a point'.
Gaol means 'prison' or 'to put someone in prison'.

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Unit V

Lesson II
To Plug In or Not to Plug In

Internet addiction is the major health hazard for most Digital Natives.
John Palfrey

DISCUSSION POINTS

1. In pairs, survey a partner about the amount of time s/he spends online, asking the following questions. After 5 minutes, the pairs will share what they learned about each other.
   1) How much time per week do you spend online?
   2) What percent of that online time is spent on social media sites such as Facebook, Odnoklassniki or Skype?
   3) What do you do while on social media sites? a) chat with friends; b) play games; c) discuss homework; d) share photos and art; e) share jokes or funny pictures; f) meet new people; g) all of the above.
   4) Do you or your parents limit the amount of time that you spend online? If so, what is that limit?
2. As a class, discuss the positives and the negatives of having the Internet.
3. Comment on the quotation of the lesson.

Word Study

native n. – someone born and raised in a particular environment

pioneer n. – first generation to move into an otherwise undiscovered place

unplugged adj. – disconnected; especially from electricity

survey n. – an investigation of the opinions or experience of a group of people, based on a series of questions

refuge ['refju:dʒ]n. – a place to escape

hangout n. – a comfortable place to relax

READING

1. Read the following text and be ready to discuss what a digital native is, and whether you feel you are one.

Digital Natives

By Tim Schneider

Whether to use their GPS to find their way to the new cool teen hangout, or to Twitter their friends to share the latest Youtube video, today's teenagers are plugged in, turned on and completely involved in technology. Unlike their parents or grandparents who were pioneers and foreigners to handheld personal assistants, tablets and social media, high school children all over the world are so comfortable in this brave new world, that they are labeled 'Digital Natives.'

In a 2015 survey, the London Telegraph reported that British teens were spending 31 hours per week online. This doesn't take into consideration television watching, talking on the cell phone or using other technology. Instead, the article specifically breaks down how much time 8-year olds to 18-year olds were spending on a variety of activities completely online. The biggest use of time goes to communicating with friends on a wide variety of social media sites such as MSN and Facebook.

So, what exactly are teens doing on these sites? Experts suggest that they are creating virtual communities similar to what their parents and grandparents had in the 'real world.' Instead of riding bicycles, playing sports, or meeting to chat face to face in real time, today's teens are meeting new people and sharing ideas and stories over virtual space. Like all teens enjoy doing, they are sharing art, photos, the details of their lives, events and relationships. And, in the best cases, teenagers are helping each other with homework, planning protests or flash mobs.

One thing that researchers don't agree on is whether or not all this time online is healthy. For one thing, some evidence shows that the more time adolescents spend on social media sites, the more antisocial they can become, not wanting to spend 'real' time with their friends and

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families. Certainly, sitting in front of the monitor for hours does not promote a healthy body. And, finally, because of the anonymity of the Internet, many young people can become victims to online predators.

Does this mean that these new natives of the digital landscape should abandon it in favor of the real world? No; everyone agrees on the benefits of having access to a wide variety of information, games, and entertainment. What the new digital natives need to remember is moderation. They should make time to exercise, read books, and visit face to face with family and friends, and use the Internet as a tool to build a new future; not as a refuge from unplugged reality.

UNDERSTANDING WHAT YOU'VE READ

1. Answer the following questions based on the text.
   a. Where are teens spending the majority of their time online?
   b. How many hours per week do British teens spend on the Internet?
   c. What sorts of activities do teenagers participate in while online?
   d. Are there some positive activities? If so, what are they?
   e. According to the text, what should Internet users do to avoid the negatives of the Internet?

2. Translate the following words into your own language.

   Media, adolescent, digital, reality, anonymity, activities, moderation, television

3. Find synonyms for the following words in the text:

1) talking	6) well
2) pictures	7) neighborhoods
3) courageous	8) encourage
4) making	9) secretary
5) exploiter	10) leave

LISTENING

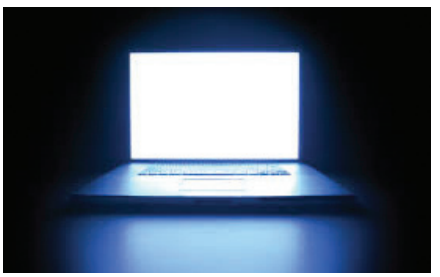
Listen to the article (on page 138) written by a teenager from California about her Internet use. Be ready to answer how it compares to your own.

1. Answer the following questions.
   a. What examples does Lana give to show she is addicted to the Internet?
   b. Explain how she loses time, and what that means to her.
   c. What does she mean, "I would let my homework collect dust"?
   d. What is 'carpal tunnel syndrome' and why is it caused by using the computer?
   e. What does Lana say Internet addiction is?
   f. What does Lana mean by 'high-tech creature comforts'?

2. Discuss the following in small groups, and report back to the class.
   a. How can the Internet addicts improve their situation?
   b. Define 'non-constructive Internet use' in your own words.
   c. What other leisure activities can you participate in that are healthier?
   d. How can teens monitor their own use of the Internet?

Info Box

'Plugged in' and 'turned on' are active phrasal adjectives that can be understood literally or figuratively.
***Literal** – 'Plugged in' means to be connected to a source of electricity. Ex. Is the tablet plugged in? 'Turned on' means to have electrical current flowing into a circuit. Ex. The computer was turned on.*
***Figurative** – 'Plugged in' means to be fully aware of something. Ex. Sally was plugged in to the latest news. 'Turned on' means to be very interested in something. Ex. Thomas is turned on by the latest design software from Adobe.*
In the text, the use of these two phrasal adjectives is deliberately both literal and figurative because the discussion is about teenagers and their interests in electronic technologies.



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SPEAKING

1. Look at the Internet logos. Explain to your teacher and class what each of the logos stands for and what kinds of activities you can do on these sites. Finally, share one positive thing that the site does that helps to make your life happier and more fulfilled.

2. More and more often, teenagers are now watching television and movies online. Speak with a partner and then share about the kinds of programmes you watch; on what electronic devices do you watch them, and over what media? For instance, "I watch films that I've downloaded from Torrents on my tablet."

3. A large number of international agencies have agreed that exposure to violence in young children strongly affects them in three ways: 1) they teach aggressive behaviour; 2) they make children less sensitive or caring about violent behaviour; 3) they make children more afraid that they will be victims of violence. Still, violence on television is extremely popular, and crime and murder shows are increasing. Based on this information, answer the questions.
   a) Why do some people like to watch extremely violent television shows?
   b) Do they serve any purpose in society? Why or why not?
   c) Do you watch extremely violent television programs? Why or why not?

4. From the title of the television show, state whether you think the following shows are violent (v), non-violent (n) or ultra violent (u).
   1) Hannibal ( ); 2) Sherlock ( ); 3) The Flash ( ); 4) Stalker ( ); 5) Arrow ( ); 6) Friends ( ); 7) Sponge Bob ( ); 8) Man Vs. Wild ( ); 9) Game of Thrones ( ); 10) CSI ( ); 11) How to Get Away With Murder ( ); 12) Dexter ( ); 13) Boardwalk Empire ( ); 14) Downton Abbey ( ); 15) House of Cards ( ); 16) Walking Dead ( ); 17) Teen Wolf ( ).

WRITING

1. Make sentences about past and present habits and situations. Remember to use 'used to + infinitive' when speaking about an action in the past that is no longer true.
   Example – Felicia/volleyball/jogging - Felicia used to love to play volleyball. Now she loves jogging.
   1) Ion/read mystery novels/watch television.
   2) Cristina/write long letters/Twitter.
   3) I/have an addiction to the Internet/spend time with friends.
   4) you/play games with friends?/Now?
   5) Sarah/a nurse/a teacher.
   6) Our team/lose a lot of games/win every time.

2. Imagine that you have a blog. Write a 100-word blog entry about learning English and how using the computer is helping you do that.

3. Write a 120-word persuasive essay on the subject, "Overuse of the Internet can lead to social problems for teenagers." Write an introduction and give two reasons that you agree or disagree with.

Top 5 Selling Video Games

Title	Year	Copies sold/ Paid downloads
Tetris	2006	100 million
Wii Sports	2006	82.69 million
Minecraft	2009	65 million
Grand Theft Auto V	2013	52 million
Super Mario Bros	1985	40.24 million

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Unit V

Lesson III
Celebrate Good Times!

The more you praise and celebrate your life, the more there is in life to celebrate.
Oprah Winfrey

DISCUSSION POINTS

1. As a class, discuss the questions below.
   1) What do celebrations mean to an individual, a family and a community?
   2) What is the purpose of celebrating a birthday?
   3) What other celebrations does your community take part in?
   4) What are some celebrations that are different here in Moldova than in other countries?
   5) Why is it important for a community to celebrate? What good things does it create?
2. In small groups, take 5 minutes to discuss what the necessary ingredients are for a really fun birthday party here in Moldova. Share your answers with the rest of the class.
3. Comment on the quotation of the lesson.

READING

1. Read the following text and be ready to discuss the differences in how birthdays for children are celebrated in Moldova and in the United States.

Danny Turns Four

by Tim Schneider

I'll never forget the first birthday party I was invited to in Moldova. It was in spring and, my good friends Andrei and his wife Olea invited me to the forest to celebrate the birthday of their son Danic. I wasn't sure what to bring as a gift, or what to expect at the party.

I thought immediately of the birthday parties for children in the United States that are usually full of family members and other kids the same age. There are generally games and entertainment for children, and everybody sings Happy Birthday to the child as he blows out his or her candles and makes a big wish for the coming year. Then, of course, the child rips open his presents while everyone watches and comments on how fun the gifts are or how cute they are. Pictures are taken and everyone wishes the child lots of love and luck for the coming year.

But, in Moldova, it was really different. I was told that I didn't have to bring anything for the birthday boy. Of course, I did bring something, but I was the only one. (I found out later that the other adults gave Danny his gifts directly at his house.) What was the most surprising is that the day was more of a celebration for Danny's parents who bought all the food and supplies for our outdoor barbecue. Of course, Danny was there, and there was a clown who performed magic tricks for the kids who were also there. But after about 2 hours, all the children were shepherded away to their various homes and Danny to his grandparents.

Word Study

to blow out v. – phrasal verb meaning to extinguish

to rip open v. – phrasal verb meaning to tear a package open quickly

cute adj. – adorable; lovely

barbecue n. – food cooked outdoors on a grill, usually meat

to shepherd ['ʃepəd] v. – to guide to another place

charades [ʃə'rɑ:d] v. – a party game in which one person pantomimes (without speaking) a word or phrase while the rest of the group tries to guess what the word or phrase is

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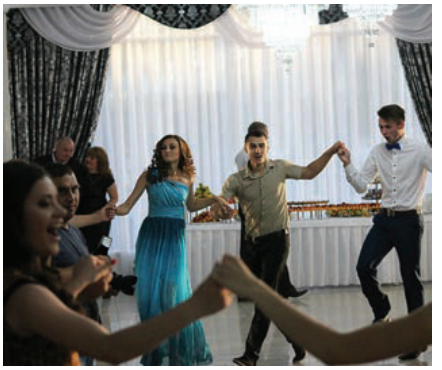
The men stood around the fire while delicious meats were cooked, discussing recent events, the cost of meat and vegetables, politics and telling each other funny stories and jokes. They drank beer and gave frequent toasts to Danny's health and happiness and to the health of his parents. The women sat at the nearby picnic tables, discussing their children, their work and life in general while laughing and enjoying each other's company.

Later, after an amazing dinner of barbecued pork and chicken, salads of all sorts, fresh vegetables and fruits, and lots of fresh breads, we (the adults) played charades and other fun party games.

In short, it was a wonderful day that I won't ever forget; partly because everyone was so welcoming and wonderful to me, partly because it was so much fun and I met so many incredible people who would become some of my best friends here in Moldova, and partly because it was different from any child's birthday party that I had been to in the past. This was a party for the community to celebrate Danny's life, and the lives of his parents.

UNDERSTANDING WHAT YOU READ

1. Answer the following questions.
   a. In what way do birthdays for children in the United States differ from those in Moldova?
   b. How did the author of the text describe the party?
   c. What was the purpose of the party?
   d. How important is food for Moldovan celebrations? What kinds of food are prepared?



2. Give synonyms from the text for the words below:

a. celebration	f. inviting
b. good fortune	g. entertaining
c. photograph	h. to tear
d. unusual	i. well-being
e. normally	j. tasty

SPEAKING

1. Break the class into four or five small groups. Each group will take a different celebration and make a short presentation about how Moldovans celebrate their specific celebration. Your teacher will give you a time limit, and after that, you will share your presentation with the whole class, making sure that each person in your group gets a chance to talk about the celebration.
   1) Baptism party.
   2) Wedding party.
   3) Graduation Ball.
   4) Saint's name day.
   5) City's name day (hram).

2. What words did you need to look up to describe your celebration? Share their meaning with the class.

LISTENING

1. Listen to the celebration song, For He's A Jolly Good Fellow and answer the questions.

   For he's a jolly good fellow, for he's a jolly good fellow
   For he's a jolly good fellow (pause), and so say all of us
   And so say all of us, and so say all of us

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For he's a jolly good fellow, for he's a jolly good fellow
For he's a jolly good fellow (pause), and so say all of us!

a. Why is it important to be a jolly good fellow?
b. What celebration song in Moldova does this sound most like?
c. Why does the audience say, "and so say all of us!"?

WRITING AND GRAMMAR

REMEMBER: While adjectives modify nouns and pronouns, adverbs modify verbs, adjectives and other adverbs. They usually tell us how something is. These often end in –ly, but be careful because some adjectives such as friendly also end in –ly.

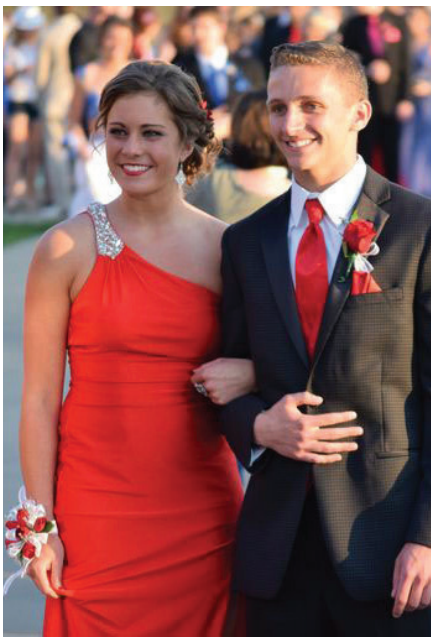
Adjective	Adverb
English is an easy language.	English can be learned easily.
The car is slow.	That car is moving slowly.
Her presentation is boring.	She spoke boringly.

1. Choose an adjective or an adverb.
   1) The dog moved … to the fallen steak. (quick/quickly)
   2) Pete loved his … presents. (wonderful/wonderfully)
   3) The teacher looks … . (angry/angrily)
   4) The bear snarled … . (dangerous/dangerously)
   5) For our city's name day, we listen to … music. (loud/loudly)
   6) The boys are … swimmers. (strong/strongly)
   7) The meat was cooked … .(delicious/deliciously)
   8) The adults seemed ... . (happy/happily)
   9) I feel ... (bad/badly) about his situation.
   10) I sing ... (bad/badly), so don't ask me to sing Happy Birthday.
2. Use the correct reflexive pronoun (myself, yourself, himself, herself, itself, ourselves, themselves, yourselves) or 'each other'.
   1) The couple was dancing with ... .
   2) They bought all the food ... .
   3) Ion and Cristina sing to ... .
   4) The children can't take ... home.
   5) Philip likes to plan his saint day celebration ... .
   6) Will we be preparing the cake ...?
   7) Our birthdays are on the same day. We should give gifts to ... .
   8) Please, Michael and Kim, make ... at home.
   9) Let me do this ... .
   10) Did you decorate the party ... ?
   11) The cat can take care of ... .
   12) Andrea and Dana enjoy playing with ... .
3. Imagine that you are a party planner, and you need to prepare for a wedding reception. Write a 150-word descriptive essay discussing what kind of food, music and entertainment you will have. What will you do to make sure that everyone has a great time and remembers the event for the rest of their lives?
4. Write a 150-word essay based on the quote: "You can tell a lot about a community and a culture by how they party."- *Unknown*

   What can you tell about a community from the way they celebrate? Do you agree or disagree with the quote? Say why.

Info Box

In high schools in the United States, pupils have a large dance called Senior Prom or Senior Formal, before the school year ends. The event is formal, so students wear their nicest outfits; girls in gowns and boys in suits or tuxedos, and last year students are encouraged to attend with their dates. Boys buy girls corsages to wear on their wrists or chests, and the girls buy a boutonniere for the boys to wear on the lapel of their jackets.
Alcohol is forbidden, and a formal dinner is not served. There may be refreshments such as cookies and fruit punch.
Each year, the senior class chooses the theme of the celebration, and it usually concerns something about the hopes of that class and about their future.
The students decorate the ballroom themselves, and everyone has a great time dancing. In short, it is a celebration of the last time that the class will be together.



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Unit V

Lesson IV
Dive Into a Good Book

The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid.
Jane Austen

DISCUSSION POINTS

1. It is often said that you shouldn't "judge a book by its cover." What does this quote mean? Is it applicable only for books?
2. As a class, look at the book covers and determine their genre. Can you 'read the book by its cover'? What are your favorite books to read?

3. Many films are adapted from books. Which do you like better, to read a book before you see the film, or to watch the film and then read the book? Why do you feel that way?

READING

1. Read the poem by Robert Louis Stevenson and think about the connection the author makes between imagination and reading.

The Land of Story-books

by Robert Louis Stevenson

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

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I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of Story-books.

2. Answer the following questions based on the poem.
   a. What characters does the narrator of the poem become through books?
   b. What are the different places that the poet travels through books?
   c. What does Stevenson imply about the power of books?
   d. Where are the poet's parents as he is wandering in his imaginary lands?

SPEAKING

1. The very best books capture our attention with the very first line. Below are some of the finest first lines of literary works for teenagers. Read each one and guess what the book is about.

   "It has been sixty-four years since the president and the Consortium identified love as a disease, and forty-three since the scientists perfected a cure."

   Delirium by Lauren Oliver (2011)

   "The past is a foreign country: they do things differently there."

   The Go-Between by L. P. Hartley (1953)

   "One minute the teacher was talking about the Civil War. And the next minute he was gone."

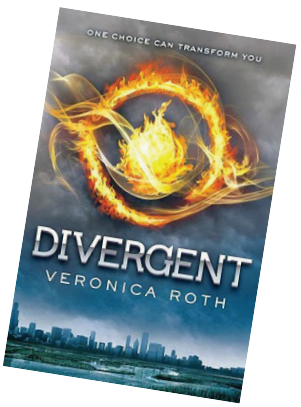
   Gone by Michael Grant (2008)

   "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."

   Pride and Prejudice by Jane Austen (1813)

   "There is one mirror in my house. It is behind a sliding panel in the hallway upstairs. Our faction allows me to stand in front of it on the second day of every third month, the day my mother cuts my hair."

   Divergent by Veronica Roth (2011)



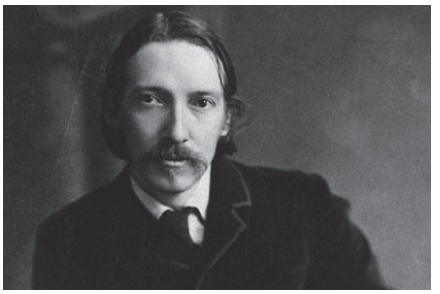
Word Study

solitudes n. – places to be alone

brink n. – edge; here as river edge or river bank

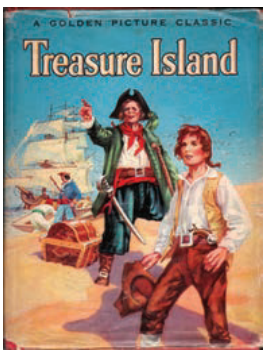
prowl v. – to move stealthily

nurse n. – a domestic worker who has care of children; governess



Info Box

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland and died in 1894. An avid traveler, Stevenson moved to California for health reasons, and then further West to the Hawaiian Islands and on to the Samoan Islands, and his journeys heavily influenced his books. Loved by generations of children and many adults, Stevenson was known for adventure stories such as ***Treasure Island, Kidnapped*** *and* ***The Strange Case of Dr. Jekyll and Mr. Hyde****. He also wrote a number of non-fiction books about life in the Pacific Islands which were praised by critics as stronger than his fiction. Stevenson loved books and chose to become a writer at an early age instead of working in his family's business.* ***The Land of Story Books*** *and* ***Picture Books in Winter*** *are just a couple of the poems he wrote as a tribute to how books spark the reader's imagination.*



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"The afternoon my parents died, I was out shoplifting with Irene Klauson."

The Miseducation of Cameron Post by Emily M. Danfort (2012)

"All happy families are alike; each unhappy family is unhappy in its own way."

Anna Karenina by Leo Tolstoy (1878)

"The end of the world started when a pegasus landed on the hood of my car."

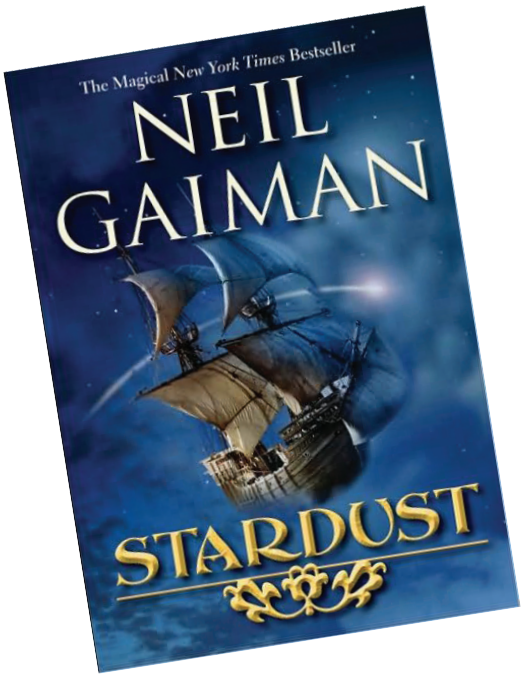
The Last Olympian by Rick Riordan (2009)

"It was a bright cold day in April, and the clocks were striking thirteen."

Nineteen Eighty-Four by George Orwell (1949)

"There once was a young man who wished to gain his Heart's Desire."

Stardust by Neil Gaiman (1999)



2. Answer the questions below with your class.
   1) Which of the first sentences appealed to you the most?
   2) Why did it appeal to you?
   3) Which of the first sentences sounds like a book that you may want to read?

3. With a partner, write a very creative first sentence to a book with a scenario below. Then share your first sentences with the rest of the class.

   Book Scenarios

   a) A very unhappy young boy discovers that he has the power to make rain fall.
   b) A teenage girl accidentally finds the remains of a buried house underneath the vineyards while helping to pick grapes with her family.
   c) Two teenagers who really don't like each other travel to a school contest in another country where they get separated from their group and have to help each other find their way back home.
   d) A poor young girl is anonymously left a lot of money to change her life.

4. As a class, discuss the various genres of books and talk about which you like the best and why. Genres – *Young Adult, Mystery, Science Fiction, General Fiction, Historical Fiction, Romance, Fantasy, Non-fiction, Western, Adventure.*

WRITING

1. 'Used to' is about an action that happened in the past and doesn't any longer. We use 'be/can/get + used to' to describe an action that we are not comfortable with, or that is new to us. Use 'used to' or 'be/can/get + used to' in sentences below. The tense may change.

   Example: We used to read books in class. I am not used to this kind of treatment.

   1) When he moved into the apartment last year, John ___ (not be) the noise of the neighbours. 2) Grandpa, I heard you ___ ride a horse. 3) I ___ (not can get) this feeling that I'm being watched. 4) My sister ___ (not can get) her boyfriend's bad habits, so she broke up with him. 5) What happened? You ___ like these kinds of books. 6) You're going to be here for awhile, so you better ___ (get) it. 7) I ___ (can really get) to this great food if you kept cooking this way. 8) Before he retired, my grandfather ___ be a newspaper journalist. 9) ___ (you get) your new job yet? 10) Our dog ___ (be) its new house.

2. "A room without books is like a body without a soul." (Marcus Tullius Cicero)
   With a minimum of 120 words, explain what Cicero means by this quote and say whether you agree or disagree and why.

3. In about 120 words write about your favorite book. What is it? What is it about, and why do you like it so much?

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Unit V

Lesson V
Teen Fashion

The most beautiful cosmetic you can have is passion. Yves Saint Laurent

DISCUSSION POINTS

1. As a class, discuss the lesson quote. What does it mean to you? How is 'passion' a cosmetic?
2. In pairs, discuss the importance of fashion with your partner and be ready to share what type of fashion your partner likes, as well as to give a review of his or her style. (See the Info Box for some thought on defining 'fashion' and 'style.')
3. Take a few moments to write as many adjectives as you can to describe the fashion industry. Share with the class, and explain why you wrote those words.

READING

1. Read the following text and be ready to discuss what makes fashion so interesting to teenagers.

Why Is Fashion So Important to Teens?

By Anonymous, Coppell, TX

There are many issues that affect teens. Fashion is one way that teens use to fit in – something they struggle with daily. They classify themselves through the brands they wear, and it makes them feel like they belong to the group that wears the same fashions. There is always that new shirt or those new jeans, or just some new trend that comes on the scene, and teens may feel that if they don't have the latest look or the latest brands, they aren't worthy, or not able to belong to the larger group.

Also, teens are often in school situations where they lack confidence or are intimidated by other students. In an article for *eHow* online magazine, contributor Ashton Pittman said that, "many teens pick up on fashion trends in an effort to stave off humiliation and mocking from peers." The majority of teens in high school have a fear of being bullied or excluded. They use fashion to hide their fear and to feel more confident with who they are, or who they are trying to be.

Their attitude towards fashion and the way society shows it to be, can change a lot of teens' opinions. Stated in a Southern Methodist University study, "as a result of this need for peer acceptance, teenagers are receptive to changing such things as character, personality, etc." Since a lot of teens try to find their identity through high school and fashion, it can ultimately change not only their personality, but their attitude towards other people and their families.

Tying into this, celebrities have a big impact on teen fashion. Ashton Pittman also states that, "Often, fashion for teenagers is the result of the desire to be like a celebrity." Teens look at celebrities and

Info Box

*Yves (Henri-Donat-Mathieu) Saint Laurent was born in 1936 in Oran, Algeria and died in 2008. Through his career, he achieved fame as one of the top fashion designers from the 1960s to the present day in Europe and around the world. He started his career working for fashion heavy hitter Christian Dior and quickly built a reputation for his dress designs. In 1966, he started his own fashion label by making tuxedos for women. As a great complement to his work, in 1983, the New York Metropolitan Museum of Art gave a solo exhibition of his work. The familiar YSL logo is recognized around the world. Saint Laurent said that, "**Fashion dies, but style remains.**" While experts disagree as to the exact difference between the two, many agree that 'fashion' involves the clothes that one wears, and 'style' is the way the clothes are worn, with what spirit they are worn and with what accessories they are worn.*

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ask, 'If famous people can wear that, then why can't I?' Most of the time they end up giving the wrong idea, however, to their friends and people around them.

Have you ever tried to dress so that others accept you? A lot of teens don't realize that this is an issue because they are so caught up with trying to fit in. Just because other teens have the latest brands and you don't, however, doesn't mean that you aren't worthy or beautiful in your own way.

From Teen Ink, a magazine and website written by teens since 1989

UNDERSTANDING WHAT YOU'VE READ

1. Answer the following questions based on the text.
   a. What is the major reason the author gives for why fashion is so important to teens?
   b. Why do students lack confidence at school?
   c. What other factors influence a student's fashion choices?
   d. Can fashion lead to positive changes in a student's self image?
2. Rearrange the following sentences to make sense of them.
   1) that/why/,/?/If/wear/famous/can/people/I/can't
   2) is/way/teens/Fashion/./one/use/fit/way/to/in
   3) bullied/of/fear/a/in/Teens/./high/being/have/school
   4) towards/can/attitude/a/./Their/fashion/teens/lot/change/of
3. Find antonyms for the following words in the text:

1) outdated	6) praise
2) denial	7) ugly
3) surrender	8) indifference
4) right	9) show
5) individual	10) cool

LISTENING

1. Listen to the dialogue on page 138 between two teenagers. Be ready to discuss eating disorders and the way you can define them.
2. Listen to the dialogue a second time and answer true or false based on what you heard.
   a. Only girls and women have eating disorders.
   b. Eating disorders are infectious.
   c. Anorexics can also be obsessive exercisers.
   d. Bulimics eat a lot and then throw it up.
   e. Bad teeth can be a sign of bulimia.
   f. A sudden craving for chocolate is a sign of an eating disorder.
3. Discuss the following in pairs.
   a. It's no coincidence that eating disorders and the fashion industry are related. Explain why.
   b. What expectations does the fashion industry set for body types?
   c. What can you do to help someone you know who might have an eating disorder?

Word Study

brand n. – product manufactured by a particular company under a particular name

worthy adj. – deserving of effort, attention, or respect

stave off v. – phrasal verb – to repel; to turn away

humiliation n. – action of embarrassing or shaming someone

mocking n. – making fun of someone in a cruel way

bully v. – use superior strength or influence to intimidate

Remember!

There are three types of eating disorders: **anorexia, bulimia, and exercise obsession**. A person who has anorexia often has a phobia of fat and is scared of gaining weight. Anorexics are also often exercise obsessive and will count precisely how many calories they eat and then how many they burn with exercise. They can spend several hours each day making sure to burn more calories than they eat.

People who have bulimia often eat a lot of food at one sitting; this is called binging. But because they are worried about gaining weight, or feel guilty for eating so much food, they force themselves to throw up their food after they eat.

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SPEAKING

1. Although anybody can be a model, it takes lots of hard work and the ability to accept rejection. And, there are body requirements for different types of modeling. Read the descriptions of the different types of models and then match the descriptions to the type of modeling.
   1) If your body is full and curvaceous for a woman, or big and tall for a man, you might be this type of model.
   2) These models know how to walk with confidence. The female models are at least 172.5 cm tall and usually have small-breasts. Male models are mostly between 180 and 188 cm tall.
   3) A great face and a personality that shines through are the most important features for this kind of model. That's why, regardless of their body type, many celebrities are this kind of model.
   4) These kinds of models can't be shy. Female models need to have large breasts but small hips, and male models should have slim waists but broad shoulders.
   5) You don't have to be traditionally beautiful or handsome to be this kind of model, but you have to have striking or unusual features.
   6) These models pride themselves not on how their whole body looks, but just their smile, their eyes, hands or feet.

   a. print model b. alternative model c. body-part model
   d. runway model e. full-size model f. underwear model

2. Talk about the various types of models. It takes more than a pretty face to be a model. Models need to be willing to work hard, be on time, work with lots of criticism, and know how to use their bodies to show them in the best way. Do you have what it takes to be a model? Do you know someone who could be a model? Explain why.

WRITING

1. Conjugate the verbs in the parentheses.

   Example – If I (be) a model, I would like to work with a major fashion house. If I *were* a model, I would like to work for a major fashion house.
   1) Unless you (feel) comfortable about how you look, you shouldn't be a model.
   2) If John (be) older last year, he would have signed up for a contract.
   3) When Christine (put) her mind to something, she does a great job.
   4) If the fashion industry (want) to, it could stop promoting extremely thin body types.
   5) I would be starving if I (look) as skinny as she does.
   6) Will you be uncomfortable if you (have) to model in just your underwear?

2. Choose one of the following quotes about the fashion industry. Write a minimum 150-word essay to explain the quote and say whether you agree or disagree.
   a. "Dress shabbily and they remember the dress; dress impeccably and they remember the woman." *Coco Chanel*
   b. "The human body is the best work of art." *Jess C. Scott*
   c. "A fit, healthy body—that is the best fashion statement" *Jess C. Scott*

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Lesson VI
Round up

1. Work individually. Read through the text attentively. Scan the text and tell the class what prize Maria Bieşu was awarded in 1967. Add some other information you got to know about the singer.

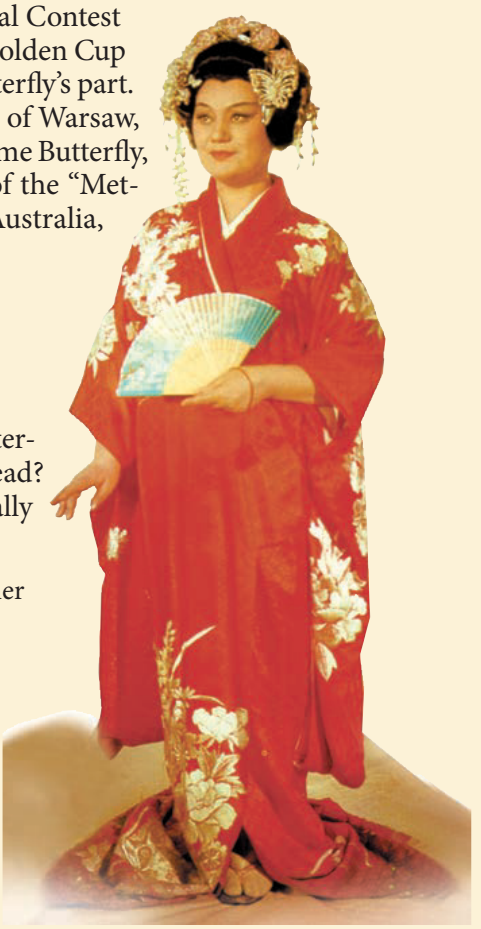
Maria Bieşu
(1935–2012)

Maria Bieşu was first of all an opera singer. She was most successful on the opera stage. Maria Bieşu also gained great success in chamber singing. In her singing she expressed a high feeling of style, profound understanding of the artistic image and at the same time unusual sincerity and warmth of performance, emotional completeness and freedom.

Bieşu's concerts always promised a meeting with new and rarely performed musical works.

In 1966, Bieşu became a laureate of the Third Tchaikovsky International Contest in Moscow and in 1967, in Tokyo she was awarded the first prize and the Golden Cup at the First International Contest for the best performance of Madame Butterfly's part.

The name of Maria Bieşu is widely known. She appeared on the stages of Warsaw, Belgrade, Sofia, Prague, Leipzig and Helsinki performing the parts of Madame Butterfly, Aida, Tosca, Liza and Tatyana; she sang the part of Nedda on the stage of the "Metropolitan Opera" in New York. The singer made concert tours in Japan, Australia, Cuba, and gave solo concerts in Rio de Janeiro, West Berlin and in Paris.



2. Write what performance you would like to see.

3. Describe in writing an evening at the Opera and Ballet Theatre.

4. Work in pairs. Consider the following.
What is reading? Why do people read? Is it a necessity or a form of entertainment? What books do you like best? What book have you recently read? Is reading an important part of your life? When and where do you usually read?

5. Comment on the following famous quotation about reading books. What other sayings and quotations do you know about reading?

"To the millions of readers who love books, reading is as natural and as necessary to life as breathing. Without books the world for us would be an arid desert with no footprints from the past, no oases of comfort for the present and no signposts to the future."

P.D. James

6. Agree or disagree with the following statements.
   a. Television allows us to follow the latest developments in science and politics.
   b. A good book both stimulates and frees the mind.
   c. You're more in control of things when you read a book than when you see something on TV.
   d. TV is a major source of information.
   e. Watching TV discourages critical thinking.

7. Fill in *used to, to be used to, to get used to.*
   1) I ... drinking hot coffee in the mornings. 2) I ... drink a lot of green tea in summer. 3) When my sister was young she ... play with her dolls a lot, but she doesn't anymore. 4) It took them a while, but finally they ... the

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smell in the room. 5) I think I shall never ... the heat in India. 6) When I was in elementary school I ... play a lot of volleyball. 7) My classmates ... using this new software. They are quite good at using various computer programmes. 8) My brother ... visit his relatives on Sundays. 9) Orheiul Vechi ... be the most popular tourist destination in Moldova. 10) Is it easy to ... so many changes in a new environment? 11) The boys ... going fishing every other Sunday. 12) He ... take too many pieces of luggage on his trips.

8. Change the Active Constructions into Passive ones.

1) We received this letter after his departure. 2) Have the dogs ever attacked you? 3) The man is selling chocolate and ice-cream. 4) Bees gather honey from flowers. 5) They have told Steve about this. 6) They brought the piano into the room. 7) You see, the storm is driving the ship against the rock. 8) The little boy will show you the way. 9) He teaches pupils many useful things. 10) Who discovered the circulation of blood? 11) I caught him. 12) Electricity moves machines.

9. Put the the verbs in parentheses in the Past Simple or Past Perfect.

I went to a school reunion last week. I was very surprised – so many things (1) ... (change). They (2) ... (knock down) the old gymnasium, and the library (3) ... (disappear). I (4) ... (walk) slowly round the school. Everything (5) ... (seem) much smaller, although they (6) ... (build) some impressive new buildings. I (7) ... (meet) a lot of my old school friends, too, and they (8) ... (not stay) the same either. Some of them (9) ... (move) to London, and most of them (10) ... (get) married. I (11) ... (talk) to the headmaster for a while – he (12) ... (not leave). He (13) ... (say) that he (14) ... (remember) every boy who (15) ... (attend) the school since he (16) ... (start) working there in 1979. But when I (17) ... (ask) him what my name was, he (18) ... (have to) confess that he (19) ... (forget) – that (20) ... (make) me realize that I (21) ... (change) too!

10. Use the correct form of the verbs in parentheses.

1) She wishes her mother (to feel) better today. 2) They wish he (not to disappoint) them. 3) I wish it (to be) possible to finish the work tonight. 4) She wished she (to know) how to write a summary. 5) We wish they (to accept) to come with us on the tour tomorrow. 6) They wished they (not to forget) about the appointment. 7) They wish they (write) a 'thank you' letter when he returned home. 8) She wished she (to treat) them with more respect. 9) They wish they (to inherit) a fortune. 10) The young man wished Mr. Gessler (not to sell) his shop. 11) He wishes he (to stay) at the same hotel with his friends. 12) I wish I (to give) the necessary education to my children. 13) We wished we (not to disappoint) our parents with our behaviour. 14) They wish he (to call) them next week.

11. Use the words below to form a word that fits in each space:

please; short; risk; excite; expense; cost; occasion; sell; impress; worth.

Cycling in London

If you enjoy cycling for (1)..., doing it in London can be a shock. There is a serious (2) ... of lanes especially for bikes, and making your way through the traffic can be pretty (3) .... But once you've found the courage, cycling in London can be (4) ..., and it is an (5) ... way of keeping fit if you live there. Some keen cyclists don't mind spending a lot of money on (6) ... bikes. However, if you just want a basic bike that is only for (7) ... use, there are plenty of cheap alternatives. Several markets have cheap bikes on (8) ..., which may not be (9) ... to look at but should be satisfactory. Cycling helmets are also a (10) ... investment.

12. Choose the correct variant.

a. We were all shocked (*by, at, with*) the terrible news about the car accident.
b. One shouldn't get so much involved (*in, about, over*) all the activities they can be offered.
c. She is always jealous (*at, on, with*) other people's success.
d. Why were you so rude (*at, with, to*) her?
e. Alex is very keen (*at, on, about*) fishing.
f. Violent scenes have a direct impact (*for, upon, in*) human behaviour.
g. Don't be too hard (*at, with, on*) yourself!
h. (*In, On, From*) Shakespeare's time almost everyone went (*at, to, in*) the theatre.
i. He got married (*to, at, on*) an early age (*for, to, with*) a woman much older than he was.
j. (*On, At, By*) the turn (*to, of, from)* the 19th century the ways (*in, of, from*) entertainment varied very much.

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Lesson VII
Evaluation Test

A. Read the text and do the tasks associated with it.

Quality

I knew Mr Gessler from when I was a child because he made my father's shoes. He had a little shop in a small street. There was no sign on the door of his shop that could attract people's attention, and Mr Gessler had a few customers like my father who ordered their shoes only from him. They knew that they could not get more comfortable shoes from any other shoemaker.

I often wondered if it was difficult to make shoes and Mr Gessler's answer was the same: "It's an art." The shoemaker was a very pleasant and really talented man. He made wonderful shoes; he made them very quickly and the price was quite reasonable. I enjoyed each visit to his shop. But I didn't have an opportunity to call at his shop very often as his shoes were always of high quality, fitted me nicely and I wore them for a long time.

Once I called on him in a pair of shoes which I had bought in a large shop when I was on a business trip in a foreign country. He took my order, and, all the time he was looking at, my shoes. At last he said, "Those are not mine."

He touched my left shoe where it was not quite comfortable and said, "Those big companies are not reliable at all. They take our buyers from us by their advertising, not by work. It seems people do not want good shoes. Soon I'll have no more work, I'm afraid." Unexpectedly I saw things I had never seen before. I understood how difficult his life was. He couldn't be a competitor to big, well-known companies who produced shoes and got much profit. I tried to explain to him why I had bought those shoes. But he didn't hear me. He looked very unhappy, and I was so sorry for him that I ordered many pairs, more than I wanted.

As a result of my purchase I did not have to go to him for about two years.

Time flew. When I came to his shop one day, I was surprised to find another name was painted on the door. The sign on the door was very colourful and attractive. It said that here was a shoemaker who was making shoes for the Royal Family. I decided to go in to find out what had happened to Mr Gessler.

A young man in a well-made suit met me. He greeted me warmly.

"Do you want shoes, Sir? We can find anything you like." "No," I answered. "Thank you. You see, I'd like to know if Mr Gessler works here."

"Oh, poor old man," the shoemaker said, "he died a few months ago." And he told me that Mr Gessler had to sell the shop as it had become too expensive for him to keep it. He had no one in London who could help him. "Oh, but what could you expect of a man with his ideas? He never advertised his shoes though nobody in London could make shoes of better quality. I really feel sorry for him."

I could not stay at the shop any longer and left it.

After J. Galsworthy

B. Fulfill the following tasks.

1. Find in the text:
   a. a synonym of the noun '*a rival*';
   b. an antonym of the word '*a seller*';
   c. an adjective meaning '*that can be trusted; dependable*';
   d. a verb meaning '*to be the right size or shape for*'.

2. Form:
   a. an adjective from the verb '*to enjoy*';
   b. a verb from the noun '*explanation*';
   c. a noun from the adjective '*foreign*';
   d. an adjective from the verb '*to understand*'.

3. Choose the correct variant: In the story, the author "… didn't have an opportunity *to call* at this shop." This is another way of saying that he didn't have an occasion:
   a. to telephone;
   b. to come to this shop.

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4. Agree or disagree with the following statements. Give reasons.
   a. The shoemaker was a very pleasant and really talented man.
   b. Mr Gessler's shoes were very expensive.
   c. Mr Gessler used to advertise the shoes he made.
   d. Mr Gessler was a dignified competitor to big well-known companies who produced shoes.

5. The word 'sign' can have more than one meaning. Sign is 'a thing or act that stands for something else.' Sign also means 'a board or card, etc. put in a public place, with information on it.' What is the meaning of the word 'sign' in the story "Quality"? Why was there no sign on Mr Gessler's shop?

6. What details help you visualize Mr Gessler's shoes? Write a short description proving that the shoes produced by the shoemaker were of high quality. Use specific details in your description and give reasons.

7. Answer the following questions. Give reasons.
   1) Which facts from the text show Mr. Gessler to be a man of integrity and dedication to his work?
   2) Why was Mr Gessler's life very difficult?
   3) What evidence revealed to the customer the fact that Mr. Gessler found it difficult to make both ends meet?
   4) Why was Mr. Gessler edged out by his competitors? If you had been in his place, what would you have done?
   5) Why was it very important for the old shoemaker to advertise his shoes?
   6) Why couldn't the writer stay in the shop any longer?

8. Reread the story. Talk about the following.
   1. Why do you think Mr Gessler didn't want to advertise his shoes?
   2. Does wide advertising always mean "high quality"?

C. Vocabulary and Grammar

1. Use a dictionary to translate the words below, then fill in the gaps with the correct one: *since; unless; nevertheless; however; either ... or; as long as; so; in case; first ... then; therefore; though; moreover.*

   1) ... the dog is confined, the mail carrier will deliver the mail. 2) Copy these directions, ... that you won't get lost. 3) ... she is out, you should speak to Mrs. Oak. 4) They couldn't see any way out, ... they went on hoping. 5) There was nobody at home; ... he left a message. 6) We shall not support you ... you change your attitude. 7) ... he arrives earlier, tell him to wait. 8) She may stay with us for some time ... she won't keep late hours. 9) ... you must wash your hands, ... you may eat your cake. 10) The place is not quite picturesque; ... there are a lot of mosquitoes here in summer. 11) ... it was late, nobody wanted to go to bed. 12) My sister would like to continue her education ... at Cambridge ... at Harvard.

2. Use the correct form of the verb.

   1) The passenger asked us why the train (*has not arrived; had not arrived*) yet. 2) The engineer claimed that he (*agrees; agreed*) with the others. 3) I promised her that I (*will lend; would lend*) her the book after I (*finished; had finished*) it. 4) I am sure that Thomas (*will come; would come*) here when he (*feels; will feel*) better. 5) She was cooking when the wind (*was opening; opened*) the kitchen window. 6) My grandfather (*took; was taken*) to hospital last night. 7) I (*was taking; took*) a shower when you came in. 8) "What's that noise?" "I think the Jacksons (*are having; have*) a party. 9) I usually (*go; have gone*) to work by car, but I (*go; am going*) by bus this week while my car (*has been; is being)* repaired.

3. Convert into Indirect Speech:

   1) They said, "We shall have done a lot of homework by 12 o'clock." 2) He said, "We had been waiting for them for two hours when the bus came." 3) He said, "I shall arrive at about 6 o'clock p.m. tomorrow." 4) He said, "They will be watching the match on television at 11 o'clock the day after tomorrow." 5) He said, "I like to read romantic novels." 6) He said, "He has lost his key." 7) She said, "He has invited me to the party." 8) Nick said, "They were playing tennis when father came home." 9) The teacher said, "The sun rises in the east." 10) He said, "I took my examinations in June." 11) They said, "We shall be dancing at the party at 9 o'clock p.m. tomorrow." 12) I said, "I have been studying English for two years already."

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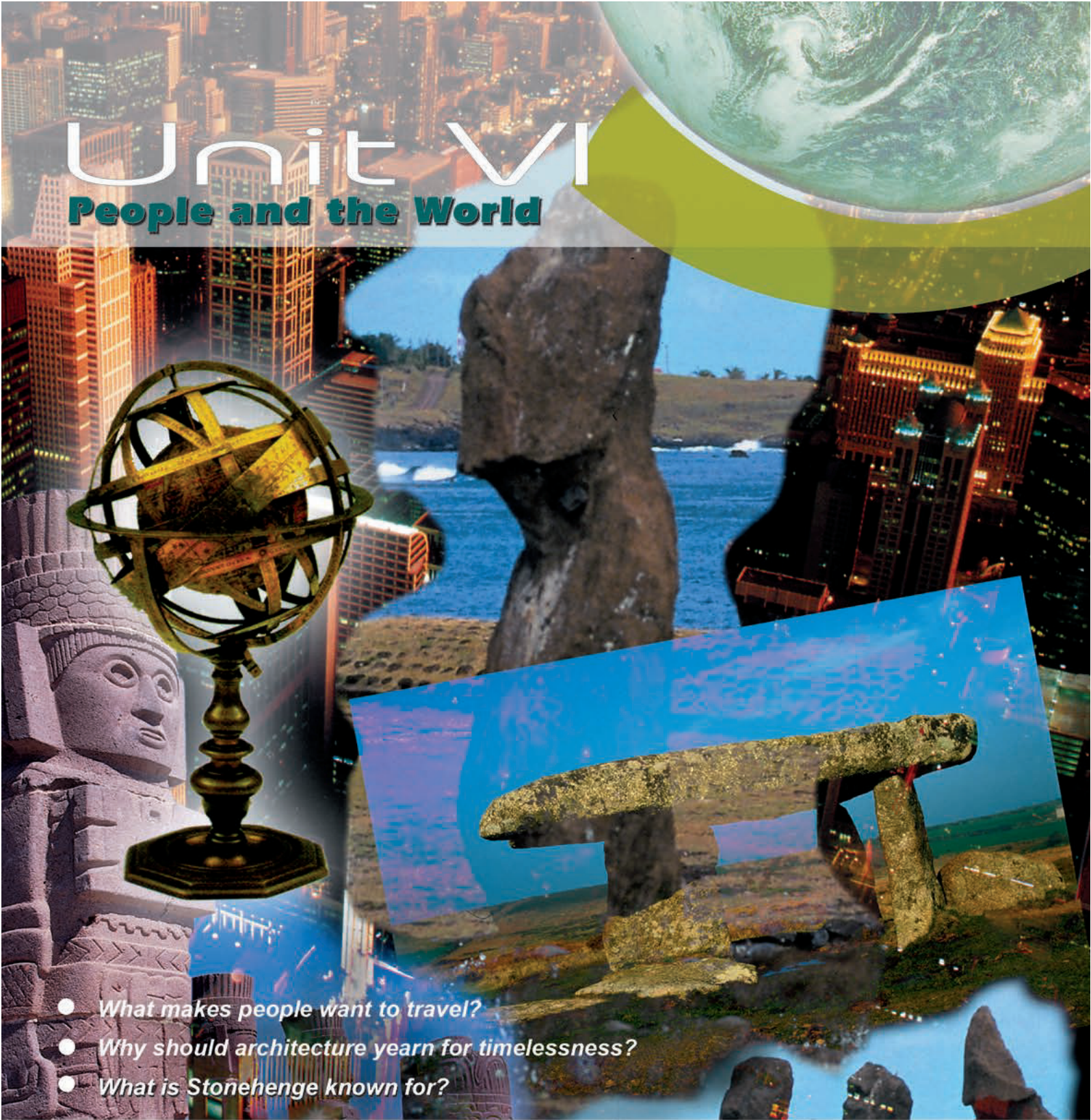
Unit VI

People and the World



- What makes people want to travel?
- Why should architecture yearn for timelessness?
- What is Stonehenge known for?

The world is a book, and those who do not travel, read only a page.

St. Augustine

Unit VI

Lesson I
Moldova – a Stairway to Heaven

Seek home for rest, for home is test.
Th. Tusser

DISCUSSION POINTS

1. Why do people travel?
2. What is the relationship between the words: travel, explore, discover? How do they differ?
3. Use the three words in sentences, examples, situations of your own to prove your understanding of the meanings of these words.
4. Can you remember facts from geography, chemistry, biology, and other sciences that have to do with journeys, explorations and discoveries? What are they?
5. Each person gets a **human treasure hunt** list. Work as a class to see who can find the greatest number of people in your class who fit the description listed in the table presented below. Circulate within the group, and speak to one person at a time. Ask each person specific questions. Write the person's name on the line below the description. Then, move on to another person and repeat the procedure.

   Find someone who:

likes going to the cinema	has lived outside Moldova for more than a year	loves going to the theatre	has a unique skill or talent (what:_____)
has travelled outside Moldova (where:_____)	has the same number of siblings as you	has travelled throughout Moldova	makes many long–distance calls
has visited more than three foreign countries	is very keen on rock–climbing	is very fond of walking in the country	climbed a mountain over 1,200 m high

6. Discuss your findings as a class.
7. Comment on the quotation of the lesson.

SPEAKING

1. Experts claim that eco-tourism can make a major contribution to the economy of the Republic of Moldova. With a partner, discuss what sightseeing locations can be visited in Moldova. What jobs can be created in the travel and tourism sectors?
2. As a group you have to choose one place to visit. Discuss the places you would most like to visit, try to convince the rest of your group to agree with you.
3. Complete and practise this dialogue in pairs:

   A. Where have you been this spring? What have you seen?
   B. .....
   A. I have always been eager to visit some nice places of interest in oldova. Would you like to go and visit Orheiul Vechi next weekend?
   B. .....
   A. But what method of travelling do you prefer?
   B. .....
   A. OK, give me a ring then.
   B. .....
4. Discuss what you know about places depicted on the next page.

Remember!

route or **root** [ru:t]?
Route means 'a way taken or planned from one place to another'.
Root means 'part of a plant, tree, etc. which is normally in the soil';
site or **sight** [sait]?
Site means 'a place where something of special interest existed or happened'. As a verb it means 'to put or build in a particular position'.
Sight means 'the power of seeing'; 'eyesight or vision'; 'presence in one's view'; 'something worth seeing'. As a verb it means 'to get a view of'; 'to see for the first time'.

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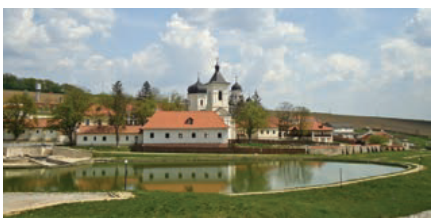
READING

1. Work individually. Spend one or two minutes thinking about what other places of interest can be included in an imaginary tour of Moldova. Tell why. Compare your list with those of other classmates.
2. In small groups, start creating promotional leaflets describing an excursion to Chișinău, as well as to some other parts of Moldova. To do this, read the text below and discuss what other information can be added so that the trip sounds very interesting to a potential visitor.

What to See in Moldova



The Republic of Moldova is a small country with picturesque landscapes, green hills, serene lakes and vast fields of sunflowers. It is a land of natural monuments, historical and artistic monuments, towns and villages with original architecture and traditions. The capital of Moldova, Chișinău, is situated on seven hills. It is a surprisingly green city. The city was founded around 1436. There are many parks in Chișinău, and the most popular parks are the Public Garden *Ștefan cel Mare*, the park *Valea Trandafirilor* with a cascade of lakes and the *Valea Morilor Park*.

There is a monument to Ștefan cel Mare, in the Square of Great National Assembly. Ștefan cel Mare who was the ruler of the country, led his people to an era of prosperity in the period from 1457 to 1504. The monument was designed by the sculptor Plămădeală in 1927. In 1957, in the Public Garden *Ștefan cel Mare*, the Alley of busts of Moldovan classics of literature was founded. The Alley has become a favourite spot to visit for locals and guests alike.

Moldova is a country of vineyards and winemaking. *Cricova* is the starting point for "wine tours". The local winery is actually an underground city, with a labyrinth of underground streets, stretching for over 60 km.

The ancient city *Orheiul-Vechi* is one of the oldest human settlements in Moldova. There are numerous monuments of ancient civilizations, stone tools of high complexity and the ruins of a medieval village. The remains of this village, including the remains of a mosque, two mausoleums, the caravanserai, and three baths are open to the public. Down, in *Butuceni village*, there is a small peasant house preserved from the 20th century and transformed into a museum.

The Hincu monastery was founded in 1740. During the Soviet times the monastery ceased to function. It was reopened in 1993. There water of the well-known *Spring of Youth* has unique healing properties.

UNDERSTANDING WHAT YOU'VE READ

1. Scan the text and say what properties the well-known *Spring of Youth* has.
2. Match the words on the left with the definitions on the right:

picturesque	a building in which the bodies of dead people are buried
serene	a confusing set of connecting passages or paths in which it is easy to get lost
ruler	peaceful and calm; worried by nothing
mausoleum	(especially of a place) attractive in appearance, especially in an old-fashioned way:
labyrinth	the leader of a country

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3. Decide if the following statements are true or false according to the text:
   1) Chişinău is situated in a deep valley.
   2) The monument to Ştefan cel Mare was designed at the turn of the 20th century.
   3) Orheiul Vechi is an underground city.
   4) The monastery Hîncu was founded in 1740.
   5) Cricova is famous for its wine cellars.

4. **a)** Form nouns denoting people that perform a specific task.

to found *v* +er = founder *n*	to sculpt *v* + or = sculptor *n*

1) to design → ...
2) to rule → ...
3) to act → ...
4) to settle → ...
5) to lead → ...
6) to collect → ...

b) Complete the sentences using the words formed according to the rule above.

1) He worked as a ... in Chişinău, and became prominent as a member of the municipal council of Chişinău after having suggested that some of the streets should be renamed after famous people of Moldova. 2) The kind ... of the country welcomed those without food and shelter. 3) He was a spectator rather than an ... on the stage of the world. 4) The first permanent ... in the hillside town was Mr K. 5) The ... of the band became famous after he had composed a beautiful song about his first love. 6) The true ... of a country ought to really take care of people's health. 7) Wade was appointed to the post of ... of taxes in the first instance. 8) The first British ... had to survive a very cold winter on the newly discovered continent. 9) He closed the door to the museum and told the old photographer - antique ..., to come back later in the afternoon. 10) Nero, the ... of Rome, was a very cruel man. 11) He was the ... and builder of the arboretum in Chişinău. 12) The young man's father was a leading ... at the city theatre.

5. Respond as in the model: – Who will you visit as soon as you are free? – I will visit my grandparents as soon as I am free.
   1) Who will you call as soon as you arrive home? I will ... . 2) What film will you watch as soon as you finish doing your homework? I will ... . 3) What will the audience do when the Queen arrives? The audience will ... . 4) Who will wash his face before he goes to bed? My brother will ... . 5) Where will you travel as soon as you are free? I will ... . 6) What new things will he learn when he goes to school? He will ... . 7) How will you spend your pocket money providing you get some while working in summer on the farm gathering apples? I will ... . 8) What will you do in case you find yourself in a difficult situation? I will ... .

LISTENING

1. Listen to the text describing the programme of a trip to the old city of Soroca. In groups, discuss what information about the route is missing. What else can be done to make the visit to the old city more comfortable?
2. Listen again and then write a "five-minute essay" in which you will make a brief statement about one thing you have learned during the class about how to be efficient in creating trip programmes.

WRITING

1. You should spend about 20 minutes on this task. A pen pal of yours from Great Britain agreed to come and visit Moldova. Write a letter to your friend. In your letter:
   • give your contact details;
   • give instructions about what to bring with him on his trip;
   • describe some places of interest in Moldova you intend to take him to.

   Write at least 150 words.

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Unit VI

Lesson II
Travelling Round the World

We travel not to escape life, but for life not to escape us.
Anonymous

DISCUSSION POINTS

1. Work individually. Spend one or two minutes thinking about a recent time that you:
   - hired a boat and rowed across a lake;
   - had a tour of a place conducted by a guide;
   - went hitch-hiking on your vacation;
   - had a funny experience while travelling;
   - visited a foreign country.
2. Now work with a partner. Take turns interviewing each other.

   Questions:

   a. Do you like to travel? What kind of transport do you like to travel by and why?

   b. What countries (places of interest) have you visited? When did you go there?

   c. What countries would you like to visit? What would you like to see there?

   d. What "road hazards" are possible while travelling, especially abroad?
3. When you have both finished, share your information with the class.
4. Comment on the quotation of the lesson.

READING

1. a. Work in two groups. Group 1 will read the information under the title **What to Take with You**; Group 2 will read the information entitled **Adjusting to a New Environment**.

What to Take with You

What to take with you to a foreign country is largely a matter of personal needs and preferences.

Your last weeks at home will be busy. You may want to make a list of clothing and other items that you want to take with you. Don't forget to include in your list things needed for various occasions.

Generally speaking, students at U.S. high schools dress very informally. Most teenagers wear jeans or slacks (shorts in summer in some areas) with casual shirts (often "T" or "tee"-shirts) or blouses, sweaters, tennis or "running" shoes. The emphasis is on comfort. Some parts of the United States have severely cold winters that require warm clothing, snow boots and a wool or down-filled coat. Southern areas can be extremely hot in summer.

Most schools in England require children to wear a school uniform. In some schools boys usually wear long grey or black trousers and a white shirt. They might also wear a jumper or a sweater with the school logo on it. The colour is the choice of the school. Girls may wear skirts and blouses. During the summer term girls often wear summer school dresses.

St. Paul's Cathedral. London

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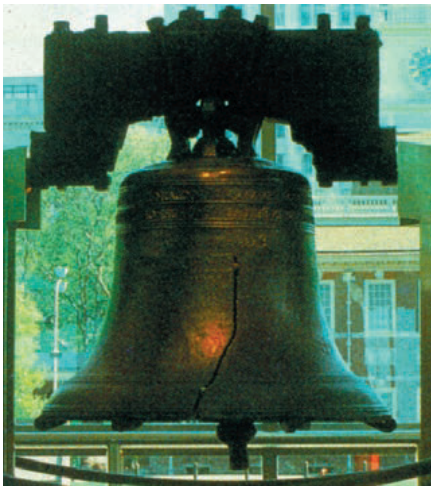
For festive occasions, you may want to bring traditional dress and accessories from your country.

Don't forget to bring with you a good bilingual dictionary. Besides this, you may bring books, manuals or journals that you think may be useful for reference in your field of study. A picture book of your country to share pictures of your homeland with new friends may be of great help on your trip.



The Liberty Bell, Independence Hall, Philadelphia, Pennsylvania

Adjusting to a New Environment

Moving from one culture, time zone and physical environment into another one presents certain physical, mental and social challenges.

Jet Lag

One of the first adjustments you will have to face after your arrival in a foreign country is "jet lag". Jet lag is the physical shock of adjusting to a new time zone. It is caused by the long airplane flight from your homeland. After two or three days (perhaps as long as a week) of disorientation and sleepiness, you will function quite normally, eating lunch when it is the middle of the night at home, or getting up at an hour that you went to bed at only a few days before.

Culture Shock

"Culture shock" is the mental shock of adjusting to a new country and a new culture which may be dramatically different from your own. You no longer see all the familiar signs of home. Climate, food, landscapes, people – all will seem strange to you.

Remember that culture shock is a normal reaction – don't panic. As you become adjusted to the culture and attitudes in a foreign country, and know your way around, you will feel normal again. It is normal to miss your homeland and your family and friends, but if you can think of nothing else, you write letters home all the time.

a. Take turns at asking questions (during a certain period of time) to find out as much information as you can from the other group.

b. Systematize the information and report it to the class.

UNDERSTANDING WHAT YOU'VE READ

1. Find in the text *What to Take with You* the words that mean the same as:
   a. liking for one thing rather than another;
   b. a single thing on a list or among a set;
   c. trousers, not part of a suit, worn informally;
   d. something that is extra, helpful, but not an essential part;
   e. journey, especially a short one.

2. Find in the text *What to Take with You* the words that are opposite in meaning to the ones below:
   a. impersonal
   b. to remember
   c. to exclude
   d. discomfort
   e. formal
   f. useless

3. Find in the text *What to Take with You* synonyms for the following words:
   a. informal
   b. to be clothed in
   c. joyous
   d. country of origin
   e. region
   f. different

4. Reread the text *Adjusting to a New Environment* and say what you have learnt about: a. the delayed effects, such as tiredness that a person feels after a long flight through several time zones on a jet plane; b. difficulties one can meet with when travelling; c. culture shock.

Remember!

Bring, take, fetch or collect?

To bring means 'to carry something or accompany somebody towards the place where the speaker is, was or will be, or, if there is no speaker, towards the centre of attention'.

To take means 'to carry something or accompany somebody in any other direction'.

To fetch means 'to go for something and bring it to the speaker or centre of attention'.

To fetch may be replaced by *to collect* in situations where the thing or person is ready or waiting to be fetched.

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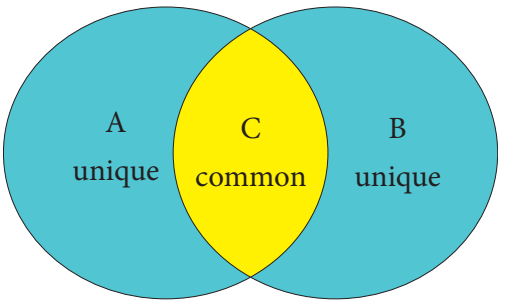
5. a. Supply the articles where necessary.

... important and challenging part of your experience is sharing daily life with your host family. They want to share their life with you and hope that you will become ... member of their family. ... U.S. family unit may include ... mother, father, and their children. Today in ... U.S. about 50% of ... families are single-parent families. Grandparents or other relatives rarely live in ... same home as ... parents and children. Many host families may not be wealthy. In general, they earn ... medium income, which means that they can live comfortably and have ... few luxuries. Most families do not have maids to help with ... housework and child care. Family members, including ... father and ... children, help with ... daily household chores. This reflects ... attitude that chores build "character", responsibility and dependability. ... American family is perhaps one of ... most mobile units in ... world. Almost half of ... American population moves at least every five years to new homes and jobs. Some might say American friendliness is due to mobility.

b. Use the information above in a dialogue of your own.

c. Compare an American family with a Moldovan family. Complete the Venn Diagram below.



The Venn Diagram

6. Use the verbs in parentheses in the correct form.

a. I wish I (to meet) her after work for a friendly little chat last week.
b. He wished the proofreader (to notice) all the significant flaws in the writing.
c. We wish we (not to deal) with so many ordinary problems of life.
d. I wish he (to be concerned) with real moral values and not with appearances and wealth.
e. She wishes she (to stay) in a hotel situated along the River Walk.
f. I wish I (can) visit the former home of William Sydney Porter.

7. Paraphrase the sentences using 'wish'.

a. It's a pity you didn't go sightseeing with us.
b. I regret I have no time to visit the historic shopping districts.
c. How sorry they were they didn't taste the delicious Tex-Mex cuisine.
d. He regrets having left the party so early.
e. Don't you regret you won't have the possibility to take a horse-drawn carriage?

WRITING

In about 120 words, supply answers to the following questions:

a. What was the reason for your last journey?
b. Who were you travelling with?
c. Where was the journey to?
d. What are some advantages and disadvantages of travelling?

• by air • by car • by sea • by bicycle • by train • on foot • by bus

Make use of: *on the one hand ... on the other hand; nevertheless; however; as soon as; either ... or; neither ... nor; while; (al)though; as long as; first; second; moreover* etc.

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Unit VI

Lesson III
Travelling into History

Art enables us to find ourselves and lose ourselves at the same time.
Th. Merton

DISCUSSION POINTS

1. Individually, decide which of the following leisure activities below you enjoy most of all. Justify your choice.
   Going round a museum or an art gallery; watching television; going to the adventure park; picnicking, mountain biking; snowboarding; windsurfing; canoeing; visiting a health club; caving; sailing.
2. As a class, discuss the answers to the following questions:
   a) How do you as teenagers spend your free time?
   b) In what types of leisure activities do you participate?
3. Comment on the quotation of the lesson.

SPEAKING AND READING

1. Work in small groups. Consider the situation and discussion question:
   Situation: Doina and Cătălina are the ninth-form students. They are very good friends and spend much time together. They won the 1st and 2nd places, respectively, at a republican contest in drawing. They were awarded a trip to Great Britain.
   The girls have decided to take every opportunity to see as many things there as possible.
   Question: What art galleries would you recommend that Doina and Cătălina should visit in London?
2. Read the text and state: what the quickest way to get to the National Gallery from Trafalgar Square and Nelson's Column is; what you can see at the National Portrait Gallery; when the Hayward Gallery was built.

London is one of the biggest cities in the world, and it is an important industrial, commercial and cultural centre. The biggest problem for any visitor is simply where to start; there is so much to see and do. From Trafalgar Square and Nelson's column it's a short walk to the National Gallery, a treasure house of paintings from every period and genre. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. It is the fourth most visited art museum in the world, after the Musée du Louvre, the British Museum, and the Metropolitan Museum of Art in New York.

You can also visit the National Portrait Gallery in London where you can find portraits of notable people from the Middle Ages to the present time. It was the first portrait gallery in the world when it opened in 1856.

On the south bank of the Thames, next to the Royal Festival Hall the Hayward Gallery is situated. The Hayward hosts three/four major temporary modern or contemporary exhibitions each year and does not house any permanent collections.

Info Box

Talking about Leisure Activities
The expressions **spare time** *and* **free time** *are practically synonymous, although there is sometimes a slight difference in usage.* ***Spare time*** tends to be used particularly with reference to evenings and weekends.
When we are thinking of hobbies, going to the theatre, and so on, we more often use the expression **spare time**.
e.g. What do you do in your spare time?
Free time *often* implies *free from work, classes, etc., at whatever time, including during the day.*
e.g. Have you got any free time tomorrow?
Leisure time has the same meaning as *spare time*, but it is more formal.
It is the time you have left after work, school, sleep and household jobs, such as cooking, washing and cleaning.

National Portrait Gallery. London

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READING

1. Work in pairs. Read through the guide below and, with your partner, make comparisons between the exhibits displayed at the Chişinău Museum of Native Land and the ones Doina and Cătălina enjoyed while visiting London.

The Museum of Natural History

Here you can view our fine collection of many large dinosaur skeletons, including Triceratops and Tyrannosaurus. They are now extinct animals. Some dinosaurs were huge creatures, the largest animals that ever walked on the Earth. Others were small, not much bigger than a chicken.

Guide to the First Floor

Here is an example of the life-size model of a head of a Tyrannosaurus. It is 3 metres tall and it is made from glass and plastic. Tyrannosaurus lived around 65 million years ago. It was one of the largest ever meat-eating animals and fed mainly on smaller dinosaurs.

On this floor you will walk along a giant dinosaur's 'backbone' which is really a raised walkway. It gives a great view of a skeleton of Dimetrodon. This strange creature lived 285 million years ago. The sail on its back probably helped to control the body temperature. It was a predator feeding on smaller animals.

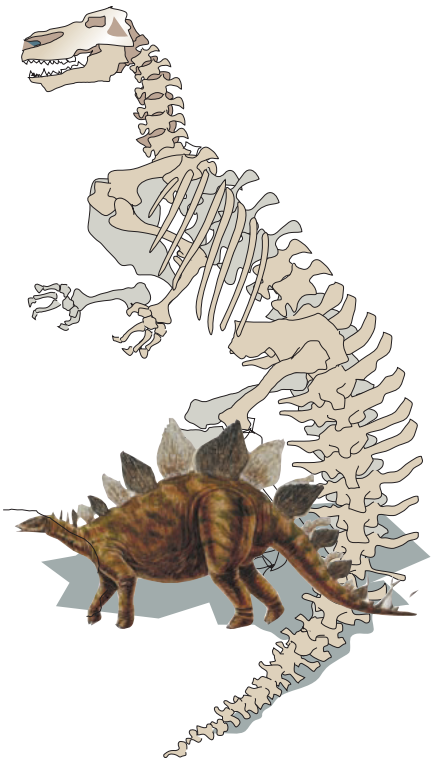
Guide to the Second Floor

On this floor you will find out all about dinosaur nests. Like other reptiles, dinosaurs laid eggs. On display is a real 74 million-year-old dino egg!

Guide to the Third Floor

Our gift shop has many fine goods for sale. It offers toy models, books, comics, bars of soap and even biscuits. A display of dinosaur 'stuff' includes stills from dinosaur films and video games.

Guide to the Museum Gift Shop



UNDERSTANDING WHAT YOU'VE READ

1. Scan the text to find out where Doina and Cătălina could view dinosaur nests.
2. Match each word with its synonym. Then make a sentence using each word:

1) to view	a. odd/bizarre
2) strange	b. to look at something/to consider
3) gift	c. show/exhibition
4) display	d. present

3. Express the following in one word.
   a. large prehistoric reptile;
   b. spine/column of bones forming the main support of the back.
4. The noun *sail* has several meanings, namely:
   a) a sheet of material attached to a pole on a boat to catch the wind and make the boat move;
   b) a journey by boat or ship;
   c) the broad fin on the back of a sailfish or of some prehistoric reptiles.

   As a group, state what the meaning of the word *sail* in the text is.
5. Discuss the role of the *sail* on the dinosaurs' backs.
6. Describe a dinosaur, and look up additional information about these prehistoric animals.

Word Study

creature [ˈkri:tʃə] n – animal; person

walkway [ˈwɔ:kweɪ] n – passage/path where you can walk

still n – one picture from a moving film

life-size adj – (statue/painting etc.) which is the same size as the real thing or person

Remember!

stuff [stʌf] or **staff** [stɑ:f]?
Stuff means 'material', 'equipment' or 'belongings'.
Staff means 'people working in a school/college/firm', 'officers who help commander', 'a long thick stick'.

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SPEAKING

1. Nicu and Cristina are talking about their plans for the next weekend. Read their conversation below and explain why John decided to go to Paris.

Nicu: I have never been to Paris and I am so glad I have the opportunity to go there for the next weekend.

Cristina: I have never been there either and I've heard so many nice things about the museums situated there.

Nicu: I shall go there as part of the students' exchange programme, and I hope to see as many things as possible there. But I have always had a dream to see the exhibits in one of the most important and well-known art museums in the world – le Louvre.

Cristina: I am so glad you can make it. I can only imagine how wonderful it is to walk along Paris' streets and come across living history on your way.

2. Think of your own ending to the dialogue. Make use of the following words and word combinations: *the history of the museum; the rich collection of the Louvre; the largest collection of paintings by Impressionist artists; the most famous exhibits; private collections; paintings and sculptures by many world's famous artists; portraits on display.*

3. Read the information in the Info Box and tell your classmates which of the museums mentioned you would like to visit and why.

4. Use the expression *to have the opportunity to do something* in sentences of your own to say *who* has the opportunity to do *what/when/why/how.*

5. State everything possible that you will do to have a chance to visit the London museums, to study the architecture of London and to see the sights of London when you visit Great Britain.

LISTENING

1. Listen to the recording and complete the text with the following words.
• medieval • history farms • houses • cooking • valley • unique • crops • sewing • exhibits

The Village Museum

The museum will be set in a gently sloping, partially wooded… . This museum will provide a … opportunity of seeing how country people in Moldova lived from … times. On living …, workers will demonstrate how … were planted and harvested in earlier times. Living history … will be restored to their original condition and will be open to the public. In this village, costumed interpreters will demonstrate how early inhabitants of this land performed such tasks as …, making shoes, embroidering, and… . An entire social history of the rural area will be demonstrated by the … brought together here.

2. Work in pairs and compare your answers with those of another student.

PROJECT WORK

1. Design a Museum of Natural History. Develop a plan of the museum with a commentary or a poster to advertise it.
Consider the following: location; display place; exhibits.

Info Box

A museum *is a place where a collection of objects illustrating science, art, history, or other subjects is kept and displayed. There are three main kinds of museums: 1)* ***art museums****, 2)* ***history museums****, and 3)* ***science museums****.*
Here are the names of the most well–known public museums in London:

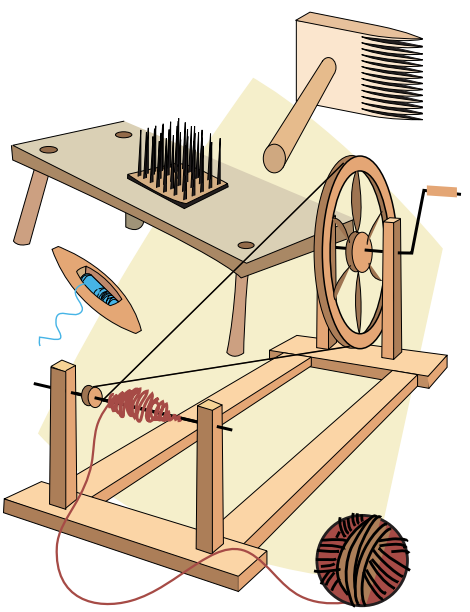
The British Museum
Historical and archeological exhibits, and graphics are displayed there.
The British Museum also has a reference library, called the British Museum Reading Room, which is not simply part of the Museum, but is the largest and most important reference library in Britain.

The Victoria and Albert Museum
displays fine and applied arts of all countries, periods and styles.
It is named after Queen Victoria and her husband Albert.

The Science Museum
Exhibits illustrating the history of science and industry are kept there.

The Natural History Museum
has exhibits relating to botany and zoology.

The New London Museum
is a museum of the history of London.



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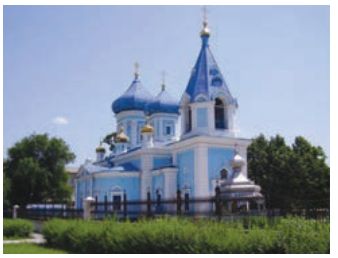
Unit VI

Lesson IV
Architecture: The House of Culture

DISCUSSION POINTS

1. As a class, discuss the questions below.
   1) What do you know about architecture?
   2) Do you know any world famous architects?
   3) What famous buildings or structures do you know in your country?
2. Look at the pictures and say which culture the architecture represents and why.



READING

1. Read the following text and be ready to discuss how architecture can represent the culture of a country.

A Symbol of Unity

By Tim Schneider

On September 11, 2001, two hijacked planes crashed into the Twin Towers of the World Trade Center in New York City, killing thousands of innocent people. Those who claimed responsibility said that the two buildings were targeted because they were well known around the world for being symbols of Capitalism and free trade. In other words, they were symbols of some of the values of the United States of America.

But how can a building be a symbol of a country? How important can the architecture of a country be in representing the values of a nation? From the very first monuments ever built, to the rise of cities in human history, architecture has played an extremely important role in shaping how different people think about themselves, express their religion and honor their fallen heroes. The style of a building and its location can say a lot about a whole culture's values.

If you want to know what is valued most in the United States, simply look at the size and shape of the buildings in its capital, Washington D.C. The neoclassical style of the White House, the Capitol Building, the Supreme Court, many of the monuments in the capital mall, as well as many of the museums and other surrounding buildings speaks to the influences of the Greeks and Romans, on whom the United States has based its form of democracy.

Despite a very diverse culture, the majority of Americans share a common belief that through a unified strength, they can overcome adversity. Though the events of September 11th, 2001 were tragic, shortly after the rubble of the Twin Towers was cleared away, plans were made to create a single building that would rise from the ashes and show that Americans were unified in a fight to preserve and maintain their way of life. The result

Word Study

to hijack v. – take control of something by force

neoclassical adj. – a revival or adaptation of the classical forms, especially in literature, music, art, or architecture

rubble n. – broken pieces of stone or bricks left over when a wall or building has fallen

ashes n. – the solid residue left when combustible material is thoroughly burned

resilience n. – the ability to become strong, healthy or successful again after something bad happens

storey n. – floor or level of a building

is the One World Trade Center building, also known as Freedom Tower, that is currently the tallest building in New York City and overlooks an enormous memorial to the victims of the explosions.

Once again, architecture is sending a message about the resilience of the American people and their unity in defying those who would use terror to try to break a country. The new building stands 104 storeys tall and reaches for the sky as if to say that nothing will keep the United States down. At the same time, its mirrored surface reflects the heavens and the prayers for the people who died when the Twin Towers fell.

UNDERSTANDING WHAT YOU'VE READ

1. Answer the following questions.
   a. Why were the World Trade Center towers attacked in particular?
   b. Can monuments be a form of architecture?
   c. Can churches, synagogues and mosques be a form of architecture?
   d. What does the style of many of the buildings in Washington, D. C. say about the values of the U.S.?
   e. What was built in the place where the World Trade Center towers stood?
   f. What values does the One World Trade Center suggest?

2. Give synonyms from the text for the words below:

a. blameless	d. climb	g. system of belief	j. huge
b. aimed at	e. resisting	h. floors	k. misfortune
c. deceased	f. destroy	i. prized	l. the sky

SPEAKING

1. In pairs, match the description (page 119) of the different buildings with the picture. Talk about what the architecture of each building makes you feel. Do you like or dislike the architecture? Why? What does the architecture say about the purpose of the buildings?

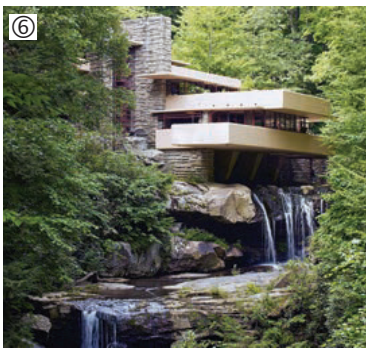
①

②

③

④

⑤

⑥ 

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a. Located in Poitiers, France, *Futuroscope* is billed as the most unique theme park in existence. It features thrilling rides and extremely futuristic and technological architecture.
b. Called *Falling Waters*, this house designed and built by world renowned Frank Lloyd Wright, was meant to be a place where functional met natural, and to enhance an appreciation of nature.
c. A theme park for the mind, this upside down structure was designed to awaken the imagination as you step into a museum of science and wonder. It's called *Wonderworks* for a reason.
d. Designed for a company called *Fortress Storage*, this building has an enormous chain and padlock on it to make customers feel better about the security of their possessions.
e. The *Thin House* is located in South Kensington, London, and looks perfectly normal from the front. It was built with only a little over one meter on one end of the building because of the nearby railroad tracks.
f. Located in the state of Minnesota, the *Weissman Art Museum* represents an abstract of a waterfall and a fish, but looks more like a cubist painting.

LISTENING

1. Listen to the song *Cathedrals* by the Jump, Little Children and be ready to talk about how architecture is discussed in it.

Cathedrals

In the shadows of tall buildings
Of fallen angels on the ceilings
Oily feathers in bronze and concrete
Faded colors, pieces left incomplete
The line moves slowly past the electric fence
Across the borders between continents

(refrain)
In the cathedrals of New York and Rome
There is a feeling that you should just go home
And spend a lifetime finding out just where that is

In the shadows of tall buildings
The architecture is slowly peeling
Marble statues and glass dividers
Someone is watching all of the outsiders
The line moves slowly through the numbered gate
Past the mosaic of the head of state

(refrain)

In the shadows of tall buildings
Of open arches endlessly kneeling
Sonic landscapes echoing vistas
Someone is listening from a safe distance
The line moves slowly into a fading light
A final moment in the dead of night

(refrain)

2. Answer the questions about the song.
a. Do you think the Cathedrals in this song are only churches?
b. What kind of buildings are being discussed in this song?
c. Where is the narrator of the song?
d. What kinds of architectural elements is the song discussing?
e. What does the narrator mean by "you should just go home... and spend a lifetime finding out just where that is"?

WRITING

1. Use 'that' or 'what' in the following sentences.
1) Thomas does everything ... he is told to do. 2) ... you said just doesn't make sense. 3) Margaret is the kind of girl ... everyone would like to be around. 4) I'm sorry, ... isn't anything like ... I described. 5) ... isn't ... I was talking about. 6) Her sister thinks ... you are interesting. 7) Michael said all ... he had to say. 8) Clearly, ... you are talking about is not understood by many. 9) ... the princess was wearing was the topic of conversation in the media. 10) I'm not always sure about ... you are thinking about. 11) The architecture looked like something ... my little brother might have designed.

2. Create a presentation about an important building in Chișinău or in your village or town. What message does the building give? Why is it shaped like it is? When was it built and what does it say about the values of the time when it was built?

3. Write a 150-word essay about the saying, "A man's home is his castle."

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Unit VI

Lesson V
Natural Wonders: the Art of God

One touch of nature makes the whole world kin.
W. Shakespeare

DISCUSSION POINTS

1. Work individually. Write a list of 10 words you associate with this topic. Look at your list and think how you can define these words.
2. Work in pairs. Your partner must guess the word you are defining.
3. As a class, share the lists of words together with their definitions. Brainstorm possible questions related to the topic. Start talking about a possible trip as a team of tourists to one of the destinations you have learned about in your Geography lessons.
4. Comment on the quotation of the lesson.

READING

1. Work in pairs. One student reads a paragraph aloud. At the end, he summarizes what has been read. The other student raises questions about the reading. Both try to answer these questions. Next, the second student reads the next paragraph and summarizes it. The first student now raises questions about the paragraph and both try to answer them.

The Orkney Islands

The Orkney Islands lie at the frontier of the North Sea and the Atlantic Ocean and are one of Scotland's most scenic holiday destinations. They represent an archipelago of over 70 small islands and isles. Orkney's history stretches back over 4,500 years, and the islands' famous Neolithic settlements make up the 'Heart of Neolithic Orkney' UNESCO World Heritage site, a fascinating collection of Neolithic monuments, stone circles and tombs.

Only 17 of the islands are inhabited, with most residents clustered around the towns of Kirkwell and Stromness. Key attractions include the magnificent 12th century St Magnus Cathedral in Kirkwall, the Orkney Museum in Stromness, offering an insight into the islands' unique culture and history and others. The islands offer the perfect setting for an active holiday with some of Scotland's best hiking and cycling trails, a number of golf courses and ample trout fishing spots in the lochs.

Pinnacles

The lunar-like Pinnacles form one of Australia's most unique and fascinating natural landscapes. Formed over millions of years, thousands of tall limestone spires rise eerily out of the yellow desert sands of Nambung National Park. It is thought that the raw material for the limestone of the Pinnacles came from seashells in an earlier era that was rich in marine life. These shells were broken down into lime-rich sands that were blown inland to form high mobile dunes.

The limestone formations of the Pinnacles vary in size and shape; some are as small as a mouse whilst many are as big as 3.5m high. The Pinnacles Desert is best seen at dawn or dusk when they cast long, strange shadows over the rippling yellow sand dunes. Although the desert teems with wildlife, most animals are nocturnal. However, it is not uncommon to see western grey kangaroos, emus and many sorts of reptiles and birds like black-shouldered kites hanging around the strange stones.

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Grand Canyon

One of the oldest National Parks in the nation, the Grand Canyon National Park is one of the major natural wonders of the world. The Grand Canyon, is a steep-sided canyon carved by the Colorado River in the state of Arizona in the United States. President Theodore Roosevelt was a major proponent of preservation of the Grand Canyon area, and visited it on numerous occasions to hunt and enjoy the scenery.

The Grand Canyon is 277 miles (446 km) long, up to 18 miles (29 km) wide and attains a depth of over a mile (6,093 feet or 1,857 meters). The rocks of the canyon walls range from 250 million years old at the top to over 2 billion years old at the bottom. Each layer of rock represents a distinct geological period of the Earth's past. Nearly two billion years of Earth's geological history have been exposed as the Colorado River and its tributaries cut their channels through layer after layer of rock while the Colorado Plateau was uplifted.

With its awe inspiring views, the turbulent Colorado River, numerous hiking trails, and recreational opportunities, the park is visited by more than 5 million tourists each year.

UNDERSTANDING WHAT YOU'VE READ

1. Go to the text and decide which definition is the appropriate one.

bottom, *n*
a. the lowest part of something;
b. the deepest part of the sea or of a pool, lake, or river.

trail, *n*
a. a path through the countryside, especially one designed for walking for pleasure;
b. a series of marks or objects left by someone or something that shows they have been there.

pinnacle, *n*
a. [usually singular] the most successful or exciting part of someone's life;
b. the top of a very high mountain;
c. a tall thin pointed piece of stone or rock.

Moeraki Boulders, New Zealand

2. Find synonyms in the text for:
boundary; beautiful, picturesque; community; inhabitant; scene, background; sufficient, more than necessary; interesting, spellbinding; tower; hill; beginning of day; early evening; important; unsettled; supporter.

Niagara Falls, Canada

3. Complete the graphic organizer for the following words:
collection; desert; island; loch; limestone; wildlife; tributary; reptile; canyon; view; monument; landscape; seashell.

Cave monastery, Ţîpova, Moldova

4. Look up information about the natural wonders presented on the right. Would you like to go on an unusual journey? Where exactly? With whom? As a class, discuss advice that might be offered to a team of tourists so that they can avoid common road hazards.

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LISTENING

1. Assume that you have just arrived in Canada. You are anxious to visit Niagara Falls. Then you overhear one of the tourists from the group of people who are with you on the coach ready to leave for the site telling funny facts about Niagara Falls. On the flipchart, write down 10 words (or phrases) that are the key words in the story.
2. Ask your classmates to read the key words on the flipchart in front of them and ask them to discuss among themselves and then to predict what the story they haven't heard might be about.
3. Either agree or disagree with the predictions of the passage. Listen to the text and check your answers. Give reasons for your answers.

WRITING AND SPEAKING

1. Draw a Venn Diagram on the blackboard.
2. Split into 3 groups.
   Group 1 will read the text *Stonehenge* and complete side A of the diagram.
   Group 2 will read the text *The Vauban System* and complete side B of the diagram.
   Group 3 will read both texts and complete the area where the circles overlap.

I. **Stonehenge.** It is one of the most famous and mysterious places in the world. It is situated in Salisbury Plain in southern England. Its age outruns the age of the Pyramids. Stonehenge is the most impressive of all Stone Age monuments. It was built around 4,000 years ago, but no one knows why. Archaeological evidence found by the Stonehenge Riverside Project in 2008 indicates that Stonehenge could have been a burial ground from its earliest beginnings.

Stonehenge is a complex pattern composed of over 100 stones. The stone blocks are arranged in two circles. The outer circle once included 30 upright slabs. The inner circle was made up of 60 slabs, which included two horseshoe-shaped groupings of stones. It is established that Stonehenge was built between 2000 and 1400 B.C. The construction lasted more than 500 years.

II. **The Vauban System**. In the central part of Moldova not far from Orhei there is a place named "The Fortress". The Fortress represents a large fortified building that has the form of a horseshoe. Its diameter is 350 m. The openings of the horseshoe coincide with the steep shore of the river Cogîlnic. The fortress unlike Stonehenge is not wrapped with mystery. Moldovan archeologists are certain that it was built by Geto-Daci in the period between the 4th and the 3rd centuries B.C. The entire architectural pattern is surrounded by fortifications which are made of land and take the form of valleys and ditches. As a result, the contour of the fortress looks like a zigzag.

The fortress is the most impressive and valuable building of all the historical monuments of the period mainly due to its ingenious defensive system. This defensive system appeared in Europe only at the end of the 16th century. It has been known as the "Vauban System".

3. Study the diagram and then comment, synthesize, analyse or just state what you have found out.

Remember!

channel or canal?
Channel means a 'narrow sea passage connecting two seas';
'the shows broadcast on a particular television station'.
Canal [kə'næl] means 'an artificial waterway dug in the ground'.
An ***island*** or an **isle**?
An *island* is 'a piece of land that is completely surrounded by water'
An *isle* is a word for 'an island, especially a small one'. The word *isle* is used in poetry or in the names of groups of islands: *the British Isles*.

Stonehenge

The Vauban System

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Lesson VI
Round up

1. Fill in the correct prepositions.
   a. Saint-Malo was named ... Welshmonk Mac Low, who, around the 6th Century, established his bishopric ... Alet, a stone's throw away ... the rock where the walled city now stands.
   b. How could you keep them ... control for the whole week?
   c. They extended their orchard ... 2 hectares.
   d. Thanks ... him all the school children contributed ... the charitable act ... supporting the orphans.
   e. Carefully restored ... its partial destruction, the oldest part was adorned ... outstanding stained glass windows and a high and sharp spire ... replacement ... that built in the 19th century.
   f. You ought to be ashamed ... yourself for coming ... my nice, clean kitchen ... muddy boots.
   g. We arrived ... London ... 6 p.m. ... a foggy November day. We often have fogs ... November.
   h. As she was getting ... the car one ... her buttons fell .... Although we were ... a hurry she insisted ... stopping to look ... it.

2. Complete the following sentences.
   1) We shall miss the train if we… 2) If you promise to help me I… 3) It wouldn't surprise me if they … 4) If anybody gave me a lift I… 5) If they hadn't opened the window it … 6) She would have been more enthusiastic over the idea if they… 7) You have insulted me! I insist that you… 8) The doctor demanded that the patient… 9) I wish this problem … 10) Why are you staring at me as though I … 11) He behaves as if he … 12) It is absolutely necessary that they … 13) It is vital that we … 14) It is really unbelievable that he… 15) She would have eaten something if mother … 16) You talk as if you … .

3. Choose the right form of the verbs in brackets:
   1) I *speak/am speaking* English at school. 2) You *understand/are understanding* me well now. 3) Father *catches/caught* a big fish last week. 4) Lucy and Jack *was/were tired* in the evening. 5) I *see/am seeing* that you *wear/are wearing* your best clothes. 6) The weather has been terrible lately. It *rained/has been raining* off and on for two days. I *was/am* tired of it. 7) John just *moved/has moved* to his new house. 8) We *didn't see/haven't seen* them for ages! 9) You already *bought/have bought* a new car by last Christmas. 10) He wishes he *knew/knows* how to type. 11) My brother *was born/is born* in 2000. 12) Last week the manager asked me to see if I *have/had* time. 13) He said that a factory in Germany *wants/wanted* a specialist for six months. 14) This time tomorrow I *shall be having/will have* breakfast on the plane. 15) Look! These cars *will collide/are colliding* in a minute.

4. Correct the following sentences.
   1) None of the desserts was left by the end of the birthday party. 2) Your brilliant excuses almost makes up for your tardiness. 3) One third of the eligible population tend not to vote in national elections. 4) When Toni and him come over, we always have a great time. 5) The book which cover is blue is very interesting. 6) Mumps are a very painful ailment. 7) The visitors were fascinating by the Dutch paintings. 8) She is going to take her umbrella in case it will rain. 9) My husband and me have just come back home from the theatre. 10) Dacia has been conquered by the Romans. 11) My mother always gives me an useful advice.

5. Rewrite these sentences using *may*, *must* or *can't*.
   1) Perhaps they saw us. 2) Maybe you are right. I can't be sure. 3) There is nobody in. Probably they have gone shopping. 4) He drove all the way from Glasgow. Obviously it was a long journey. 5) You have just had dinner. It is impossible that you are hungry. 6) I don't believe that you have crossed that wide river. 7) I doubt that you are coming to see me tonight. 8) Perhaps he is writing his report on wildlife in Moldova. 9) He is a very good specialist. I am sure the company will offer him the job. 10) Probably this well-educated young man went to the finest schools in Japan. 11) There are a lot of sheep in the meadow. Obviously the farmers have got many sheep. 12) Probably she called us but we were not in. 13) Perhaps they are waiting for you to join them.

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6. Which of the parts in italic of these sentences is right?

1) Margaret has very long *hairs/hair*. 2) Sue was very helpful. She gave me some good *advice/advices*. 3) I want something to read. I am going to read *a/some paper*. 4) I want to write some letters. I need *a/some* writing paper. 5) Bad news *don't/doesn't* make people happy. 6) All you care about (is/are) the bills being paid. 7) "All (*is/are*) under the sentence of death", he uttered moodily. 8) The salary (*was/were*) paid once a month by the accountant.

7. Fill in the correct article where necessary.

1) At ... certain time ... comet will lose practically all its mass. 2) Most asteroids orbit ... sun in ... wide band called ... asteroid band. 3) John was out of …work, and … need was becoming acute. 4) … twenty cents Frank received every day for delivering … afternoon paper on … house-to-house route was not enough. 5) This so clearly was … news to her. 6) We've had one piece of … rather curious information. 7) ... question I wanted to ask was ... one about his responsibilities as ... member of ... parliament. 8) What do you think ... causes of ... teenage violence are? 9) Even though ... sun is ... nearest star, it is ... long way from ... Earth.

8. Choose the best variant:

1. Mary is ... young school teacher.
a) the *b) an* *c) a* *d) -*
2. An orphan is a person ... parents died.
a) that *b) whose* *c) which* *d) who*
3. The National Museum, ... is near our lyceum, opens at 9 a.m.
a) who *b) that* *c) where* *d) which*
4. They liked ... from the moment they met.
a) both *b) one another* *c) each other* *d) our*
5. She made him ... everything about the accident.
a) to tell *b) telling* *c) tell* *d) told*
6. They would prefer us ... in the neighborhood.
a) live *b) to live* *c) living* *d) were living*
7. My brother is tired because he ... for 40 minutes.
a) ran *b) has run* *c) is running* *d) has been running*
8. When they reached the island, the storm ... .
a) had stopped *b) stopping* *c) stopped* *d) stops*
9. How long ... learning English?
a) are you *b) did you* *c) were you* *d) have you been*
10. They ... in London on the 1st of November.
a) arrive, *b) will arrive,* *c) will be arriving,* *d) will have arrived*
11. We ... John since 1995.
a) have known *b) knew* *c) will know* *d) had known*
12. I can't use my car at the moment. It ... .
a) is repairing *b) was repaired* *c) is being repaired* *d) is repaired*
13. Where is my car? It's gone. It... .
a) was stolen *b) has been stolen* *c) is stolen* *d) will be stolen*
14. The people next door disappeared six months ago. They ... since then.
a) weren't seen *b) aren't seen* *c) would be seen* *d) haven't been seen*
15. We will send you your examination tests as soon as they ... *ready.*
a) will be *b) were* *c) are* *d) can be*
16. You say the concert was very interesting. Oh, I wish I ... there.
a) had been *b) were* *c) am* *d) would be*
17. I wouldn 't have suffered so much, if I ... to your advice.
a) listened *b) would listen* *c) had listened* *d) listen*
18. She looks as if she ... something wrong.
a) did *b) didn't do* *c) had done* *d) would do*

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Lesson VII
Evaluation Test

A. Read the text and do the tasks associated with it.

A Castle for All Seasons

Guide: Now we have come to the Leeds Castle, one of the most romantic and most ancient castles in the UK.

Tourist: What time does it date back to?

Guide: In the 9th century this was the site of a manor of the Saxon royal family. Since then it has been a Norman stronghold, a royal residence to six of England's medieval Queens, a playground and palace to Henry VIII and a private home.

Tourist: Oh, it looks great. The setting is breath-taking. The lake, the castle itself surrounded by a green arc of parkland, thick with trees and hills are just fascinating.

Guide: Yes, kings, queens and seasons may change, but Leeds Castle is enchanting and its English beauty is lasting, whatever the time of the year.

Tourist: Shall we go inside? I've heard that it houses a magnificent collection of medieval furnishings, French and English furniture, paintings, tapestries and treasures.

Guide: You sense it; this is a place where visitors of the present meet with the lives of the past. Even the leaves breathe history here.

Tourist: Whom is the castle being administered by now?

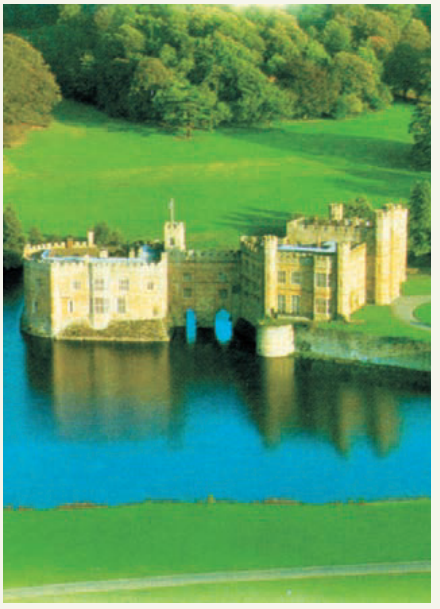
Guide: Leeds Castle was saved for the nation when Lady Baillie, the last private owner, established the Leeds Castle Foundation on her death in 1974.

Tourist: Does it receive any grants or government funding?

Guide: Of course not. The income comes from visitors, conferences, national and international meetings that are essential for the continued conservation of this important heritage site for future generations.

Tourist: What is the admission fee?

Guide: Admission is free.



Leeds Castle • Maidstone in Kent

B. Fulfill the following tasks.

1. Find in the text:
   a. a synonym for the verb *'to rescue'*;
   b. an antonym of the adjective '*modern*';
   c. an adjective meaning '*enduring; durable*';
   d. a verb meaning '*to manage or direct*'.

2. Form:
   a. a noun from the adjective '*magnificent*';
   b. an adverb from the adjective *'essential'*.
   c. an adjective from the noun '*change*';
   d. a noun from the verb '*to breathe*'.

3. Which words in the dialogue mean the same as:
   a. a large estate
   b. a stongly fortified place
   c. fabric with pictures or designs woven in it
   d. surroundings or background
   e. to overcome with awe
   f. act of attaining to a right

4. Scan the dialogue and answer the questions below:
   a. What has the castle been since the time it was built?
   b. What collections can be found in the castle nowadays?
   c. Whom was the castle saved by and why?

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C. Vocabulary and Grammar

1. Match the words in pairs of synonyms.

Small, to offer, wealth, inheritance, tiny, peak, to unite, to propose, to bring up, to stress, flat, ditch, impressive, person, dry, to raise, pattern, different, plane, diverse, to combine, individual, treasure, abrupt, significant, heritage, trench, to emphasise, model, arid, top, vital, touching, steep.

2. Choose the correct variant:

1) I ... getting up late on Saturdays. *(am used to, used to*) 2) Did your father ... to work for the United Nations Development Programme in Moldova? (*use, used)* 3) Don't worry. You will soon ... cooking for yourself. (*get used to, used to*) 4) My mother is not used to ... up early for her new job. (*wake, waking*) 5) She is still not used to ... breakfast before leaving for school. (*have, having*) 6) The teacher cannot ... students being late for school. (*get used to, be used to*) 7) My aunt ... preparing special meals for her family. (*is used to, used to*) 8) He didn't ... to talk much about his relationships with his co-workers.(*use, used*).

3. Make up sentences of your own using *when clauses*. One example has been provided for you:

Where (you travel) when_____? Where will you travel when summer comes?

4. Circle the best word or phrase to complete these sentences.

1) You *should/should not* divide your essay into clear paragraphs. 2) It is a good idea to use *direct speech/indirect speech* when writing the summary of a text. 3) She thought that she *saw/had seen* that boy somewhere before. 4) I *was having/had* a shower when she called. 5) They had been waiting for nearly two hours when she finally *arrived/had arrived*. 6) The majority of his classmates passed the exam with good results. He thought they *were unprepared/well prepared* for the exam. 7) If you want to say something is easy in English, you can say "It's *a piece of cake/bread*".

5. Fill in the blanks with the appropriate forms of '*take', 'fetch', 'bring', 'collect'*.

1) I must ... my shoes from the mender's. 2) He must ... his shoes to be mended. 3) She went and ... her dress from the cleaner's. 4) ... me that chair so that I can sit down. 5) The young man ... her some flowers. 6) You can ... your mail at the post-office. 7) Have you ... the books you promised me? 8) Nick has got a splitting headache. His mother will have to ... the doctor. 9) Pupils usually ... sandwiches to school for lunch. 10) Will you go and ... some sandwiches while I make the tea? 11) Tickets booked in advance must be ... at least one hour before the performance. 12) There was nowhere to sit, so he ... some chairs. 13) Please, ... your younger brother to the performance. 14) They should have ... that chair away. It's broken. 15) Go and ... a cup of water, please. 16) Mother ... her sons to visit their grandmother. 17) She ... the children from school. 18) It's beginning to rain. I am sorry I haven't ... my umbrella with me.

6. Use the correct form of the verb in parentheses.

I. Norwich (to be) a beautiful and ancient city. From St. James Hill, above the city on Mousehold Heath, the buildings of old Norwich (can, to see) clustered around the Cathedral. The streets and alleys, the churches and the fine old buildings illustrate how prosperous and important Norwich (to be) for nearly a thousand years.

II. Nelson (to be) a pupil at the school here, first (to establish) in the 15th century. Opposite the Cathedral is Tombland Alley, where many victims of the Great Plague (to bury). Just around the corner is the restored medieval street of Elm Hill, (to light) at night by the warm glow of lamplight.

III. Theatre Royal, first (to establish) in 1757, still (to present) productions of opera, ballet and theatre. Over a 100 years ago the writer George Borrow (to say) that Norwich (to be) a fine old city that (to be) still true today for citizens and visitors, alike.

7. Insert the correct articles.

a. Saint Etienne basilica was already ... old building when it became ... cathedral of Paris in ... 10th century. b. Great Gothic churches were springing up in ... north of ... country. c. In 1163, Bishop Maurice de Sully laid ... first stone of ... new cathedral, Notre-Dame de Paris. d. In this room there is ... exhibition recounting ... history of ... building's construction and restoration works. e. Here there is ... breathtaking view over ... Seine and its bridges, which give Notre-Dame ... rare charm of being ... cathedral at ... water's edge. f. ... complete tour of ... top of ... tower provides ... bird's eye view of ... Paris in every direction.

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Writing a Paragraph

Paragraph - a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering. A paragraph is a group of related sentences.

1. The *bad* paragraph – Read the following paragraph and determine how many different topics are in it.

   Giraffes are among the tallest animals in the world. If you are taking measurements of animals, you should consider the blue whale. Many whales can communicate with songs over great distances. The ocean is a very large place with thousands of different kinds of animals. Animals come in all shapes and sizes. For its body size, the shrew burns the largest number of calories. That's why it needs to eat constantly. Giraffes are herbivores and like to eat the leaves from the acacia trees.

In English, each paragraph deals with one topic at a time. For instance, if you are writing a paragraph about giraffes, you wouldn't discuss whales unless the general topic was about different sizes of animals.

Sharks are a group of fish characterized by a cartilaginous skeleton, five to seven gills, and pectoral fins that are not fused to the head. Today's sharks are classified within the *Selachimorpha* clade, a sister group to the rays. However, the term "shark' has also been used for extinct members of the subclass Elasmobranchii outside the Selanchimorpha, such as Cladoselache. Under this broader definition, the earliest known sharks date more than 420 million years ago.

topic sentence

details

concluding sentence

one topic

Topic Sentence – tells your reader what your paragraph will be about. This sentence can include connecting words from a paragraph above it so that the whole essay has a unified theme. Be aware that the topic sentence is not always the first sentence.

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2. Identify the topic sentence in the paragraph below.

Time Management

No matter how you slice it, there are only 24 hours in a day. To be successful at university, students need to learn good time-management skills. The first skill is not taking on more than you can handle. If you are working part-time, have a family and are involved in a community organization, then taking a full course-load at university will be too much. Another time management skill is reasonably estimating the time required to perform each of the tasks at hand. For example, deeply reading a chapter from a course text cannot be completed in between television programmes. Finally, actually doing what needs to be done seems obvious, but is a very difficult skill. You may find that cleaning out your wardrobe becomes vital when you are avoiding study. Procrastination is a time manager's enemy. By learning time management skills, your university study will be successful, and, most importantly, enjoyable.

Write the topic sentence _____

Details – The details of your paragraph will support the topic sentence. They should not head into a different direction.

3. Read the provided details and say which the correct topic sentence that they support is.

Arriving in the land below the Rio Grande River, the Spanish conquistador Hernando Cortez was surprised to see the local inhabitants raising crops that included avocados, corn, garlic and nuts. Onions, tomatoes, chili peppers and pumpkins were also grown in the rich soil. Irrigation systems were employed in some of the drier regions. The Aztec farmers also were skilful in creating terraced gardens to make the most of the rainfall and to minimize soil erosion. Evidence shows that they employed crop rotation as well as natural fertilizers to enhance the production of their farm products.

☐ The Aztecs of Mexico were a nation of accomplished farmers.

☐ Hernando Cortez discovered farming in Mexico.

☐ Mexico is blessed with rich farmland and an abundance of food products.

4. Based on the listed details, what would be a good topic sentence for this paragraph?

Some animals, like certain lizards and squid can change their colors and patterns to blend into their surroundings. Other animals like rabbits and birds in colder climates will grow winter coats or plumage to match the snow. Still others, are born with stripes or spots, and can naturally disappear in the shadows under the trees.

Concluding Sentence – This sentence wraps up the paragraph and leads the reader to the next paragraph with connecting words; it also quickly restates the topic sentence.

5. Match the topic sentences to their concluding sentences.

Topic Sentences

1) Cooking with a recipe is easy.
2) My favourite season is summer because there is so much to do.
3) Learning to dance can be very fun and great exercise too.
4) I'm especially fond of cats for many different reasons.
5) Music is the soul of its country.

Concluding Sentences

a. Their soft fur, humorous antics and cleanliness make them 'purrfect' companions.
b. After all, what country could live without it's soul?
c. Just follow the steps and you'll be enjoying great meals in no time at all.
d. The wonderful sun, good times with friends and the chance for adventure make it the best season.
e. Who knew you could have your 'cha cha cha' and get a workout too?

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TAPESCRIPTS

Unit One. **The Earth in Space**

Lesson 1. **Origin of the Universe**

A

1.This is you in your **house** and your house in **your** street.
2.Your house is in a **quiet** part of a town.
3. Moldova is just a little **bit** of the land on the Earth.
4. The Earth is one of the nine **planets** going around the Sun.
5. The solar system belongs to a group of 100,000 million stars **called** the Milky Way.
6. There are millions of galaxies in the **universe**.

B

1. True; 2. False; 3. False; 4. True; 5. False.

Lesson 2. **The Beginnings of Life**

Laughing Song

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it;
When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene,
When Mary and Susan and Emily
With their sweet round mouths sing "Ha, Ha, He!"
When the painted birds laugh in the shade,
Where our table with cherries and nuts is spread,
Come live and be merry, and join with me,
To sing the sweet chorus of "Ha, Ha, He!"

William Blake

Lesson 4. **Adaptation for Survival**

A

The Need to Adapt

Scientist 1 In general terms the three main threats to survival are temperature, lack of water and lack of food. Outside of environmental threats, many animals also need to be able to defend themselves from predators in order to survive.

There are some environments that are naturally hot or cold, and the animals that live in them have usually adapted over time in order to be able to survive more comfortably. Polar bears in the Arctic have thick fur that helps them to keep warm on land and a layer of fat under their skin to help them keep warm when they swim in the cold water.

There are many environments around the world in which water can be scarce. These can include deserts, very cold regions and areas in which water sources are polluted. The camel is a prime example of an animal that has adapted to living in regions with limited water supplies. Even though many people believe that a camel's hump is used to store water, the truth is that the hump stores fat. This fat can be used as energy when the camel needs it, and the hump will shrink and sag as the fat supplies are used up. Camels are actually able to survive for over a week, without any water, and can survive for months without eating. When they do find water, they can also drink a lot. A thirsty camel can drink over a hundred litres in just a couple of minutes.

Scientist 2 Some animals can be threatened by a lack of food in their environment. Sometimes the food an animal eats is available, but it is difficult to reach. The echidna is an excellent example of an animal that has adapted to be able

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to catch and eat its favourite food, ants. The echidna has a long snout and powerful front arms that it uses to dig into hollow logs or anthills. It also has a long and sticky tongue that can extend about 15 centimetres past the end of its snout.

Sometimes the echidna will lie near an anthill, stick its tongue out and wait for ants to walk across it. It can do this for a very long time.

Some animals also adapt in order to be able to defend themselves from predators. Some are able to run quickly to escape, others change colour in order to hide. The echidna is protected by a coating of thick spines.

Scientist 1 There are many ways in which an animal can adapt to the environment around it. Some of the more common adaptations of animals include:

• Hibernation - some animals will hibernate or 'sleep' through the coldest part of the year. Bears are one of the best-known examples of this.

• Migration - some animals will move from one area to another as the weather becomes too hot or cold. Sometimes they will travel in order to find new sources of food.

• Moulting and shedding - some animals grow thick coats of fur in order to keep warm through winter. Often they will shed this coat when the weather starts to warm up again.

• Changing colour - some animals will change their colour or markings in order to blend into their surroundings.

Ex. 3 pg. 19 – Answers

1. In order to live in its environment an animal must be able to **protect** itself and find **food**.
2. Anything that helps an animal live in its environment is called an **adaptation**.
3. The outer covering of an animal's body is called **skin**.
4. Skin is sensitive to outside **temperature** changes and pain.
5. The body of a snake is covered with dry **scales**.
6. Baby chicks are covered with soft fluffy feathers called **down**.

Lesson 5. **The Bounty of Nature**

Jackie – Hey John, what are you doing on Friday?

John – Nothing much. I heard there's a free day at school, so I'll probably just hang out with my friends.

Jackie – We have a free day at school so that we can participate in the Arbor Day planting. The students and teachers are planting trees in the park. Aren't you going to help?

John – No way! Why would anyone want to plant a bunch of trees?

Jackie – I can't believe you said that! Without trees the world would be a really bad place. We wouldn't be able to breathe, we wouldn't have a lot of the food that you eat; and without wood from trees, you wouldn't have your house.

John – But there are already lots of trees. Why do we have to plant more?

Jackie – Every year, more trees are cut down for paper, building, heating houses, or just to clear land for more farms. In fact, more trees are cut down than are regrowing. I saw a film about it last week. The rainforests and other green plants give us from 20 to 30 percent of our oxygen. And, trees are home to thousands of different birds, animals and insects.

John – Well, you can tell you really like trees. But why are we planting this Friday?

Jackie – The last Friday of April is Arbor Day, a national day of planting trees here in the U.S. The first Arbor Day was in Spain in 1805, and now a lot of other countries plant trees once a year.

John – I still don't know if I want to spend my whole day planting trees, but I'll think about it.

Unit Two. **Health Is Above Wealth**

Lesson 1. **Awakening the Heart and Soul**

Intellectual Wellness

Intellectual wellness involves utilizing learning resources to expand knowledge, improve skills and experience life more fully. Intellectual wellness refers to active participation in scholastic, cultural, and community activities. Intellectually well people are open to new ideas, think critically and seek out new challenges. People who develop intellectual wellness are more likely to maintain good cognitive function as they age.

Practices that enhance intellectual wellness include:

• Obtaining good study and time management skills

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• Learning to trust your ability to make good decisions
• Challenging yourself to see more than one side of an issue
• Recognizing and valuing learning as a life-long process
• Developing creativity and resourcefulness
• Keeping informed of current events, issues and ideas
• Reading
• Developing new skills such as learning a language, learning to play an instrument or engaging in a new hobby

Occupational Wellness

Occupational wellness involves contributing your unique gifts, skills and talents to work that is personally meaningful and rewarding. Being occupationally well allows you to find personal self-fulfillment and to make a contribution to the well-being of the community at large. Research indicates that having a satisfying work life positively impacts physical and emotional health.

Practices that enhance occupational wellness include:

• Developing functional, transferable skills
• Choosing a career which is consistent with your personal values interests and beliefs
• Learning to accurately assess your strengths and weaknesses
• Exploring your talents and interests
• Maintaining a healthy work-life balance
• Seeking professional development opportunities

Environmental Wellness

Environmental wellness involves leading a lifestyle that is respectful of, and in harmony with, your environment. Environmental wellbeing involves being aware of the limits of the earth's natural resources, and understanding the impact your actions have on the environment. Environmentally well people consciously choose to live in ways that protect the world around them. Being environmentally well enhances your personal health, and helps ensure the future health of our communities and the world.

Practices that enhance environmental wellness include:

• Walking or bicycling whenever possible instead of using cars
• Respecting nature and those species living in it
• Protecting yourself and others from environmental hazards such as noise, air and water pollution, smoke and ultraviolet radiation
• Recycling
• Reducing waste
• Conserving energy and water
• Joining an environmental organization

Lesson 2. **Never Doubt Who You Are!**

Corr. – Mr. Zoko Ozawa. The Japanese are known for many things: electronics, cars etc. But their most amazing accomplishment is living long, healthy lives. What is your secret?

Mr. Z. O. – I can answer your question in one way - diet. Our traditional diet differs greatly from Western or European diets, and when the Japanese abandon it, their health suffers.

Corr. – What is the diet most people in Japan have been eating for so many years?

Mr. Z. O. – Usually breakfast is a bowl of rice, a small piece of fish and a bowl of fish soup. Lunch may be a bowl of noodles in broth garnished with vegetables. Or it could be a small meal brought to work that may contain rice balls wrapped in seaweed.

Corr. – And what does an ordinary home cooked dinner consist of?

Mr. Z. O. – It is yet another bowl of rice, miso soup and a few side dishes - pickled vegetables, fish, seaweed and perhaps a little meat.

Corr. – What about dairy products, sugar, fried foods and other baked goods?

Mr. Z. O. – They play a minor role in our cuisine that relies on a wide variety of cooking methods.

Corr. – Is it true that the Japanese drink only green tea and consume a lot of soya?

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Mr. Z. O. – Certainly, it is the green tea that is primarily consumed by our people for it helps detoxify the organism and, because it is a plant extract, one who drinks five tea bags a day is getting the benefit equivalent to eating two servings of fruits and vegetables.

Corr. – What about soya? Is it really part of almost every Japanese meal?

Mr. Z. O. – You are right. We consume it in many forms - as flour, oil, sauce and others. We drink soybean milk to reduce cancer risk; we use soy oil in salad dressings and soy flour in recipes.

Corr. – What is another advantage of the Japanese diet?

Mr. Z. O. – It is the fact that we eat small portions and we spread our food intake more evenly throughout the day.

Corr. – I think that it's not just the specific foods that make Japan's traditional diet superior to the others, but the way they view food, too.

Mr. Z. O. – Undoubtedly, small portions, artistic presentation, the great variety of ingredients low in fat and animal protein makes your diet balanced and diverse, and perhaps most important, it makes you enjoy your meal.

Corr. – Thanks a lot. We'll try not to forget what the healthiest diet means.

Lesson 3. **Health Hazards**

21st Century Diseases

Medicine has evolved tremendously since the earliest human civilizations, when the diagnosis and treatment of diseases were far from scientific. Medieval medicine, for example, relied heavily on supernatural beliefs.

Later, in the Renaissance period of the 15th and 16th centuries, scholars centered on anatomy.

Modern medicine got its real start during the 19th century, after the microscope was invented.

Thus, many of the diseases, especially the infectious ones, such as the Black Death (plague) between the 14th and 18th centuries, and cholera epidemics from the 16th to the 20th century have been done away with. Previous dreaded diseases such as small pox and poliomyelitis have been and/or will soon be eliminated from the world. However, many pathogens of the past are still with us today, and are capable of creating pandemics, such as the Influenza virus. Tuberculosis, which still afflicts around a third of the people on the planet, now comes in forms resistant to all known drugs.

On the other hand, chronic diseases, that affect the population worldwide, are the leading cause of death and disability. They account for 70% of all deaths. Among them are the cardiovascular diseases, such as hypertension, heart failure, heart attacks and stroke. They are the major causes of disability, poor health and death. It is predicted that the number of adults with cardiovascular disease will increase over the next 20-30 years with the potential to reach crisis levels in the 21st century, especially when complicated by diabetes, obesity and high cholesterol. Even more worrying is the fact that the age of patients with cardiovascular disease is getting younger and younger. Cardiovascular diseases can be prevented by adopting a healthy lifestyle.

Not less alarming is obesity that has increased sharply for both adults and children. The latest data survey show increases in overweight children and teens, up from 5% for children aged 2–5 years to 18.8% for those aged 12–19 years. Obesity is the main driver for diabetes, a metabolism disorder that causes high blood sugar levels. In 2013, it was estimated that over 382 million people throughout the world had diabetes. Scientists believe that the impact of sugary soft drinks on the risk of diabetes may be a direct one. Diabetes lasts a lifetime, but it is treatable. If it is not adequately controlled, the patient has a significantly higher risk of developing complications, such as ischemic heart disease, eye complications, hearing loss, depression, anxiety and some other mental disorders.

Alzheimer's (AD), the disease that accounts for 60% to 70% of cases of dementia, is a very serious one, as well. The most common early symptom is difficulty in remembering recent events. As the disease advances, symptoms can include problems with language, disorientation, mood swings, loss of motivation, not managing self care, and behavioural issues. The cause of Alzheimer's disease is poorly understood. About 70% of the risk is believed to be genetic. Other risk factors include: a history of head injuries, depression or hypertension. In 2010, there were between 21 and 35 million people worldwide with AD. There is no cure for Alzheimer's disease.

Cancer was and remains a serious disease threatening the world. The view that cancer cannot be cured, and the fears that have historically been attached to the disease are slowly changing. The growth in our knowledge of cancer biology has led to remarkable progress in cancer prevention, early detection, and treatment. Scientists have learned more about cancer in the last 2 decades than had been learned in all the centuries preceding. This doesn't change the fact, however, that all scientific knowledge is based on the knowledge already acquired by the hard work and discovery of our predecessors – and we know that there's still a lot more to learn. Cancer research is advancing on so many fronts, such as surgery, radiation, chemotherapy, hormone therapy, immunotherapy, targeted therapy, robotic surgery and others. Nevertheless, cancer is likely to remain one of the biggest killers of the 21st century.

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More than that, new diseases are emerging. HIV/AIDS was unknown until the 1980s. AIDS is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). By damaging your immune system, HIV interferes with your body's ability to fight the organisms that cause disease. HIV is a sexually transmitted infection. It can also be spread by contact with infected blood or from mother to child during pregnancy, childbirth or breast-feeding. Since its discovery, AIDS has caused an estimated 36 million deaths worldwide. As of 2012, approximately 35.3 million people are living with HIV globally. There's no cure for HIV/AIDS, but there are medications that can dramatically slow disease progression. These drugs have reduced AIDS deaths in many developed nations. HIV/AIDS has had a great impact on society, both as an illness and as a source of discrimination. The disease also has significant economic impacts.

Although chronic diseases are among the most common and costly of all health problems, they are also among the most preventable. Prevention includes health promotion activities that encourage healthy living. Prevention also embraces early detection efforts, such as screening at-risk populations, as well as strategies for appropriate management of existing diseases and related complications.

Lesson 4. **Citius, Altius, Fortius**

Some of the 20th Century Top Athletes

Considered "the greatest athlete ever" **Michael Jordan** dominated the world of basketball during his prime. Clearly, he was the greatest player of all time in the world's second-most popular sport. He won five MVP awards, six NBA titles and two Olympic gold medals. He was the best offensive player ever, and probably the second-best defensive player ever. His impact spans generations and he has become somewhat of a cultural icon and legend.

Roger Federer is considered by tennis critics and former and current players to be the "greatest tennis player of all time". He owns several world records. He won 17 Grand Slam titles, with 5 of them all-time records and reached the Wimbledon finals nine times. He is among the seven, (and among the four in Open Era), to capture a career Grand Slam.

Golf may not be as physically challenging as other sports, but it requires a high degree of skill which **Tiger Woods** apparently has. Born Eldrick Tont Woods, Tiger is one of the most successful golfers of all time. He was also cited as the highest paid athlete for several years according to Forbes magazine. His record-breaking performance came in the 1997 Masters, when he first reached the number one position in the world's rankings, – the youngest person ever to do so.

Jacqueline Joyner-Kersee, one of the best female track and field athletes ever, won 3 gold medals, 1 silver medal and 2 bronze Olympic medals at four different Olympic Games, and was voted the "greatest female athlete of the 20th century" just ahead of Babe Didrikson Zaharias.

Michael Fred Phelps II is the most decorated American swimmer and Olympian of all time. He also holds the all-time records for 18 Olympic gold medals, 11 gold medals in individual events, 13 gold for individual events for male and 8 medals at the 2008 Beijing Games. Considered the most successful athlete for the third Olympics in a row, his international titles and record-breaking performances have earned him the "World Swimmer of the Year Award" 7 times and "American Swimmer of the Year Award" 9 times.

One of the greatest performances in the history of modern sports was by **Nadia Elena Comaneci** on the balance beam in the 1976 Summer Olympics. The Romanian gymnast was not only awarded 3 Olympic gold medals in the same competition, but was also the first female gymnast ever to receive a perfect score of 10 in an Olympic event. The youngest Olympic gymnastic all-around champion ever, she also won two more gold medals at the 1980 Summer Olympics and became the world's most famous gymnast. She was also later named "athlete of the century" by the Laureus World Sports Academy.

Martina Navratilova is considered the greatest singles, doubles, and mixed doubles player of all time. She won 18 Grand Slam singles titles, the all-time record of 31 major women's doubles titles, and reached the Wimbledon finals 12 times from 1982 to 1990.

Edson Arantes do Nascimento is the best soccer (football) player of all time. He was so great that he needs only one name – Pele. His game highlights include scoring 1,281 goals in 1,363 matches and he won three World Cups.

Cassius Clay, a heavyweight boxer was outranked only by middleweight fighter Sugar Ray Robinson for the best boxer of all time, though this is surely a point of contention for fans. If you have seen his fights, you will never see another athlete again who was so far ahead of his time. A three-time heavyweight champion; his most notable fights were those against George Foreman and Joe Frazier.

Wayne Douglas Gretzky was a professional hockey player who played in the NHL from 1979 to 1999. "The Great One," he was lauded as the greatest hockey player ever with mind-blowing career stats including winning four Stanley Cups and 8 consecutive Hart Awards.

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Frederick Carlton "Carl" Lewes is an American former track and field athlete, who won 10 Olympic medals, including 9 gold and 10 World Championship medals, including eight gold. Considered "the greatest male track and field athlete ever", Carl Lewis has also been voted the "Olympian of the Century."

Lesson 5. **Human Virtues**

"Oh, how clumsy of me" she said. "But never mind, if you look into the bag for the one that is left, you will be able to tell which pebble I picked."

The Emperor's Seed (an Islamic Story)

part I. An emperor in the east was growing old and knew it was time to choose a successor. Instead of choosing one of his children, he decided something different. He called young people in the kingdom together one day and said; "It is time for me to step down and choose the next emperor. I have decided to choose one of you".

The kids were shocked! But he continued. "I am going to give each one of you a seed today, one very special seed. I want you to plant and water it and come back here one year from today with what you have grown from this one seed. I will then judge the plants that you bring, and the one I choose will be the next emperor".

One boy named Ling was also there that day and he, like the others, received a seed. He went home and told his mother the whole story. She helped him get a pot and planting soil, and he planted the seed and watered it carefully.

Every day he would water it and watch to see if it had grown. After some three weeks some other kids began to talk about their plants that were beginning to grow. Four, five, six weeks passed, but nothing ever grew for Ling.

By now others were talking about their plants. Ling had nothing and he felt like a failure. After another three weeks the others were talking about the tall plants and the trees they had. Ling said nothing. He just kept waiting for his seed to grow.

A year finally went by and all the youths of the kingdom brought their plants to the emperor for inspection. Ling told his mother he wouldn't go to the palace, but she insisted and said he had to be honest about what had happened.

Thus, Ling took his empty pot to the palace. He was amazed at the variety of plants grown by the other youths. They were beautiful, in all shapes and sizes. Ling put his empty pot on the floor. A few felt sorry for him, some others burst into laughing.

When the emperor arrived, he surveyed the room and greeted the young people. Ling just tried to hide in the back. "Oh, what great plants, trees and flowers you have grown," said the emperor. Today one of you will be appointed the next emperor!"

All of a sudden the emperor spotted Ling and ordered his guards to bring him to the front. Ling was terrified. "The emperor knows I am a failure! Maybe he will have me killed!"

But the emperor looked at Ling, asked his name and then announced to the crowd. "Behold your new emperor! His name is Ling!" Ling couldn't believe it. Ling couldn't even grow his seed. How could he be the new emperor?

part II. The emperor then explained. "One year ago I gave everyone here a seed. But I gave you all a boiled seed, which would not grow. All of you, except Ling, have brought me trees and plants and flowers. When you found that the seed would not grow, you substituted another seed for the one I gave you. Ling was the only one with the courage and honesty to bring me a pot with my seed in it. Therefore, he is the one who will be the new emperor!"

Unit Three. **Home and Family Values**

Lesson 1. **Home, Sweet Home**

A

Almost everybody in Britain dreams of living in a detached house - that is a house which is a separate building.

A small detached house, surrounded by a garden ensures privacy. Most people try to avoid living in blocks of flats. Flats, they feel, provide the least amount of privacy.

If you want to buy a house, you can go to an estate agent. These companies act as „go- betweens" for people buying and selling houses. You can also spot houses for sale by the "For sale" signs which are put up on wooden posts outside the houses concerned.

B

More people today are buying their own homes than in the past. Most others live in houses or flats that they rent from a private landlord, the local council, or housing association.

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People buying their property almost always pay for it with a special loan called a mortgage, which they must repay, with interest, over a long period of time, usually 25 years.

Most English houses are made of stone or brick from the local area where the houses are built. The colours of the stones and bricks vary across the country.

England has many types of homes. In the large cities, people often live in apartments, which are called flats. In most towns, there are streets of houses joined together in long rows. They are called terraced houses.

The most popular type of home in England is semi-detached (more than 27% of all homes), closely followed by detached, then terraced.

Houses come in all shapes and sizes and vary from one part of the country to the next.

Those living in cities usually choose the countryside for their vacation. Due to the National Trust, they can find the most beautiful locations. They may either rent a lighthouse cottage with stunning views across the dunes and beaches, or choose a cottage on the end of a woodland with a river at the bottom of the garden.

Those who want to be king or queen for a week are offered a castle, cottage or a mansion, standing proud within an ancient deer park.

Lesson 3. **Running Errands**

A

At the Dry-Cleaner's

– Good morning. Could I have this skirt cleaned, and this sweater, please?
– Certainly. We do all kinds of services. Would you like the skirt reproofed? You'll have to pay 2 lei extra for this.
– Yes, I'll have it down. And could I have this blouse dyed blue? It has faded.
– Yes, of course. That will be 20 lei all together. Here is your receipt.
– Thank you.

B

At the Post Office

Clerk: Good morning. What can I do for you?
N.: Good morning. I need to send a letter to France.
C: O.K. Is it an ordinary letter or a registered one?
N: Does it make any difference?
Clerk: Oh yes. If your letter contains anything valuable, you should send it registered.
N: How much is the registration fee?
C: That will be 11 lei. Would you like your letter sent by airmail or surface mail?
N: Airmail, please. How much is it all in all?
C: It will be 5 lei more. Is it OK?
N: Here is the money.
C: Here is our receipt. Anything else I can do for you?
N: No, thanks. Goodbye.
C: Goodbye.

Lesson 4. **Hard Work Opens Doors**

Nicholas Nickleby

(Nicholas Nickleby was a young man who lived with his mother and sister. After the death of Nicholas's father, the family had no money, so their life was very hard.

Mr Ralph Nickleby, Nicholas's uncle, was a rich man, but he was wicked and greedy. He did not want to give any money to his dead brother's family. So he decided to find some work for Nicholas. He saw an advertisement in the newspaper, which said that Mr. Squeers, a schoolmaster, was looking for an assistant to teach at his school which was far away in the country.

Mr. Squeers kept a school for boys who had no parents, or whose parents were in India or some other place.

He used to punish schoolboys for not obeying him.

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This is an abstract telling how Mr. Squeers beat Smike one day after classes.)

"Don't beat me, sir!" cried Smike.

"Ha, ha, ha!" laughed Mrs. Squeers.

Squeers lifted his stick and struck Smike with it. The boy screamed. Squeers struck him again and again. Suddenly Nicholas Nickleby stood up and cried in a loud voice: "Stop!"

"Who cried 'Stop'?" said Squeers.

"I", said Nicholas and stepped forward. "This must not go on."

"Must not go on?" cried Squeers.

"No!" said Nicholas. "I say must not. I will not let you beat the boy."

"Sit down, you scoundrel!" screamed Squeers and seized Smike again.

"Don't touch him!" cried Nicholas. "I am stronger than you and I warn you, don't touch the boy!"

Sqeers raised his stick and struck Nicholas in the face with it. Nicholas caught Squeers by the throat, seized his stick and began to beat him with it. When he was tired, Squeers was lying on the floor. Nicholas went upstairs, put his clothes into his box, went down, left the house and started along the road.

After Charles Dickens

Lesson 5. **It's Time for Celebration!**

Christmas Carols

The word 'carol' comes from a Greek dance called a 'choraulein', which was accompanied by flute music. The dance later spread throughout Europe and became especially popular with the French, who replaced the flute music with singing.

Most of the carols sung today were originally composed in the 1700's and 1800's. They include "O Little Town of Bethlehem" and "Hark! The Herald Angels Sing".

The words of the famous carol "Silent Night" were written on Christmas Eve in 1818 by Joseph Mohr, an Austrian priest. Franz Gruber, the organist of Mohr's church composed the music that same night.

"O Holy Night", another famous carol, was introduced at midnight Mass in 1847. The British author Charles Dickens spread the idea of sharing in his story, "A Christmas Carol", written in 1854.

Holidays

1. This holiday is celebrated among many Christians worldwide. It is celebrated 50 days after Easter. In English it is called Orthodox Pentecost. Another name is Whit Sunday which is a public holiday in Romania and in the Republic of Moldova. It celebrates the Christian belief of the Holy Ghost's descent upon Jesus Christ's disciples. Whit Sunday also symbolizes the beginning of the Christian Church. On this day the people decorate their garden gates, windows and doors with chestnut, willow, ash or lime branches. The children bring shepherd's thyme and flowers to decorate the homes. In churches, such branches are hallowed and people keep them all the year round to frighten away the bad spirits. Another characteristic of this holiday is to remember the dead whether by going to cemeteries or by offering mugs and jugs with water, plates and other dishes with food, to which nut leaves and basil branches are attached.

2. Ethnographers consider this holiday to be related to the Bulgarian Martenitsa. It is a celebration at the beginning of spring, on March the 1st. Romania, Moldova, and all territories inhabited by Romanians celebrate it. Similar customs exist in Albania, Greece and Italy. The red and white thread from which a small decoration is tied, is offered by people on the 1st day of March. Giving this talisman to people is an old custom, and it is believed that the one who wears the red and white string will be strong and healthy for the year to come. People wear it until the last day of March, when they tie it to the branches of a fruit-tree. In modern times, and especially in urban areas, it has lost most of its talisman properties and become more of a symbol of friendship or love, appreciation and respect.

3. This holiday is celebrated on the second Monday of October, and remembers a, well-known man's arrival to the Americas on October 12, 1492. It originated as a celebration of Italian-American heritage and was first held in San Francisco in 1869. The first state-wide celebration was held in Colorado in 1907. In 1937, it became a holiday across the United States. Since 1971, it has been celebrated on the second Monday in October. It is a public holiday in many parts of the United States, but it is not a day off in some states.

4. It is a cultural and religious celebration occurring annually on March 17th. The day commemorates the saint of Ireland and the arrival of Christianity in this country. On this day it is customary to wear shamrocks - three-leaved plants, which were thought to explain the 'Holy Trinity' to the pagan Irish. One of the longest-running and largest parades on this day occurs in North America in Montreal, whose city flag includes a shamrock in its lower-right quadrant. Parades are now held in many locations across Japan. It is widely recognized and observed throughout the

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USA as a celebration of Irish and Irish American culture. Celebrations include prominent displays of the green colour, eating and drinking, religious observances, and numerous parades.

Unit Four. **Man and Society**

Lesson 3. **The Executive Power**

Article 86. **Powers Regarding Foreign Policy**
(1) The President of the Republic of Moldova is empowered to enter official discussions, take part in negotiations, conclude in the name of the Republic of Moldova international treaties resulting therefrom, and submit those treaties to Parliament for ratification.
(2) The President of the Republic of Moldova receives letters of accreditation or revocation of foreign diplomatic envoys to Moldova.

Article 87. **Powers Regarding National Defense**
(1) The President of the Republic of Moldova is the Commander-in-chief of the armed forces.
(2) In the event of armed aggression against the country, the President of the Republic of Moldova takes the steps required to repel aggression, and to declare a state of war, and informs Parliament without delay on the situation. If Parliament is not in session, the President convenes by right the Parliament within 24 hours from the time when the aggression was launched.

Article 88. **Other Powers**
The President of the Republic of Moldova is also empowered to:
a) Award medals and titles of honour;
b) Award such supreme military ranks as are provided for by the law;
c) Find solutions to problems concerning the rights of citizenship of the Republic of Moldova and grant political asylum;
d) Appoint public officials under the law;
e) Grant individual pardon or amnesty.

Article 93. **Promulgation of Laws**
(1) The President of the Republic of Moldova promulgates the laws.
(2) The President of the Republic of Moldova has the right, whenever he objects against a given law, to submit it within at most two weeks to Parliament for reexamination. Should Parliament stick to its previously passed decision, then the President must promulgate the law.

Lesson 5. **After Twenty Years**

Bob, I was at the appointed place on time. When you struck the match to light your cigar, I saw the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain-clothes man to do the job.

Jimmy

Unit Five. **That's Entertainment**

Lesson 1. **At Leisure**

At the Box Office
Ion: Are there seats left for tonight's performance?
Cashier: How many do you want?
Ion: Two, please.
Cashier: I've two together in the dress circle at 4 lei, two in the stalls at 6 lei, and two in the box at 10 lei each.
Ion: I'll take two in the stalls.
Cashier: Here are your tickets, young man, numbers six and seven in row 10. That will be 12 lei, please.
Ion: Here you are. Thank you. What time does the play start?
Cashier: At six thirty. The doors open at six.

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Lesson 2. **To Plug In or Not to Plug In**

Confessions of a Teenage Internet Addict – by Lana Gorlinski

I used to say I was addicted to the Internet as a joke, like how people would say they were addicted to shopping or the Food Network. I mean sure, I would spend most of my recreational time online, and I was willing to admit that I would often dive into a guilt-ridden binge session in which I acquired copious amounts of knowledge about how to make cake balls or Ryan Gosling's personal life. And yes, I would occasionally log on for a quick browsing session after school and would look up after what felt like a solid 20 minutes to realize that it was 1 a.m. And it was true that I would oftentimes let my homework collect dust while I granted myself "five more minutes" of Internet exploration for the 30th time that night. But that was all normal, and I was totally in control. Besides, Internet addiction isn't an actual disorder, right?

Apparently I was wrong. After a quick Google search of the phrase, I discovered that it was listed in the official mental disorder list, the Diagnostic and Statistic Manual of Mental Disorders, as a "condition for further study." Besides being mentioned in some fancy psychological publication as something worth investigating, websites touting cures for Internet addiction have popped up across the net.

No matter how many people tout it as causing both emotional problems and carpal tunnel syndrome, I refuse to believe that Internet addiction deserves to join the likes of schizophrenia as a full-blown mental illness. Internet addiction is based almost entirely of a lack of willpower. My desire to browse the Internet is stronger than my desire to turn my computer off and do whatever delightful obligation is presented to me, so of course I stay logged on. It's not a matter of mental weakness -- it's a matter of laziness.

Not being an actual disease doesn't exempt Internet overuse from being a problem. Teens in general, myself included, should still cut back on our Internet usage. Being one of the first generation unaware of a time before commonly accessible technology, it's inevitable that we'll have difficulty surviving without these high-tech creature comforts we have become so accustomed to. Ask the typical teenager what they like to do in their free time, and they'll spend a good 20 seconds reminding themselves that Twitter and Netflix are not legitimate hobbies and trying to improvise a less pathetic answer.

The access to any and all forms of entertainment nearly instantly certainly doesn't help our personal development; it is far too easy to adopt the "Why put out actual effort to play the guitar when I could torrent a funny movie and enjoy myself just as much?" attitude. But there is hope for our generation: When I began to limit my non-constructive Internet use to just half an hour a day a few weeks ago, I discovered that I actually did have a lot of hobbies besides mindlessly scrolling through page upon page of Facebook statuses; I learned some practical Spanish, read a few novels, and wrote a few pages of my own. So whatever your level of internet addiction is, consider this a call to action. Log off. Shut your laptop. Go to bed. Go outside. Trust me, the sun feels nice.

From a Huffington Post Teen Blog – Posted July, 2013.

http://www.huffingtonpost.com/lana-gorlinski/teen-technology addiction_b_3486808.html

Lesson 5. **Teen Fashion**

Julie – Hey Britney, you know that movie we saw the other day?

Britney – Yeah, what about it?

Julie – I just read that the lead actress has an eating disorder. I thought she was looking a little thin, but I wouldn't have said that she was anorexic.

Britney – Well, just because she has an eating disorder, doesn't necessarily mean she has anorexia. There are other types of eating disorders. It kind of depends on how women see themselves. All eating disorders are psychological. Some women suffer from bulemia and others are just so obsessed about having any fat on their bodies that they over-exercise.

Julie – It's not just women who have these eating disorders. I've heard about 10% of the people who have eating disorders are men. In fact, the article I was reading said that in the U.S. there are about 8 million people who suffer from eating disorders, and that most of those are teenagers.

Britney – Yeah, I heard something like that, and speaking of, have you noticed how thin Jennifer has gotten? I'm thinking we should have some kind of intervention.

Julie – Yeah, but how can you tell that it's an eating disorder and not just a diet? I think Jennifer looks great.

Britney – You can't always tell, but there are some symptoms. Anorexics can be more obvious because they often look so skinny they're unhealthy, and they can exercise obsessively. Of course, bulimics are constantly purging or throwing up what they've eaten, and while that does serious damage to the heart and liver, it can be

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harder to notice than an anorexic. However, I've heard that all the stomach acids can really damage teeth. So really bad dental problems can be a sign. I've also heard that bulimics will hide their sudden weight loss with baggy clothes. They can also have severe mood swings.

Julie – I haven't noticed any problems with Jennifer's smile, but as her friends, it might be a good idea to just find out if everything is okay.

Unit Six. **People and the World**

Lesson 1. **Moldova – a Stairway to Heaven**

Trip to Soroca

Programme of the Trip

- Departure by coach from the Gara de Nord bus station in Chişinău.
- Stops on the way to Soroca town.
- Three-hour travel.
- Tour of the town and lunch in Soroca.
- Visit to the Candle of Gratitude on the high hill of the village of Zastînca.
- Visit to the Fortress of Soroca on the bank of the River Nistru.
- Visit to the cave and sand stone rocks at Bechir bridge.
- Return to Chişinău.

Lesson 3. **Travelling into History**

The Village Museum

The museum will be set in a gently sloping, partially wooded valley. This museum will provide a unique opportunity of seeing how country people in Moldova lived from medieval times. On living history farms, workers will demonstrate how crops were planted and harvested in earlier times. Living history houses will be restored to their original condition and will be open to the public. In this village, costumed interpreters will demonstrate how early inhabitants of this land performed such tasks as cooking, making shoes, embroidering, and sewing. An entire social history of the rural area will be demonstrated by the exhibits brought together here.

Lesson 5. **Natural Wonders**

Some Facts about Niagara Falls

Niagara Falls is comprised of three waterfalls: American Falls, Bridal Veil Falls and Horseshoe Falls.

The first person to go over the Falls in a barrel was a 63-year-old school teacher Annie Edson Taylor.

The birth of Niagara Falls can be traced back more than 12,000 years to the end of the last glacial period.

The Falls were first discovered by the French explorer Father Louis Hennepin in December 1678 and the Niagara USA region soon became a French stronghold, as they built forts at the mouth of the Niagara River, which is now modern day Old Fort Niagara.

In Niagara USA, Nikola Tesla developed the alternating current system, which allowed for the transmission of power generated along the Niagara River to homes and businesses. In 1895 one of the world's first commercial hydropower plants was constructed.

The tremendous volume of water never stops flowing. However, the falling water and mist create ice formations along the banks of the falls and river. This can result in mounds of ice as thick as fifty feet. If the winter is cold for quite a long, the ice will completely stretch across the river and form what is known as the "ice bridge".

The Falls make a tremendous sound as the water goes over and lands at the bottom.

The word "Niagara" is derived from the Iroquois Indian word "Onguiaahra" meaning "the strait".

In the evenings, intense spotlights bathe the falls with different shades of colour.

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GRAMMAR
THEORY and PRACTICE

NOUN DERIVATION

Derivation means the formation of one word from another word.

Ways of derivation:

- Conversion
- Contraction
- Affixation
- Deflexion

Conversion means the formation of a new word from another part of speech without adding any derivative elements. Nouns are usually derived from verb and adjective stems.

e.g.	to race – race	Let's watch the race
	naive – a naive	She is a naive.
	Italian (shoes) – an Italian	An Italian called us yesterday.
	blue (ribbon) – (the) blue	The blue of her eyes was indescribable.
	poor (life) – the poor	The rich will not understand the poor.

Contraction means the shortening of a word by omitting its first part, its middle or its ending.

e.g.	fridge	(refrigerator)
	exam	(examination)

Affixation is a method of forming nouns by adding either a prefix or a suffix (or both of them) to the root of a word.

e.g.	rage – outrage	habit – habitation
	discipline – indiscipline	engineer – engineering
	plastic – plasticity	courage – discouragement

Deflexion means the derivation of one word from another one by changing the vowel.

e.g.	long – length	to choose – choice
	sing – song	to prove – proof
	lose – loss	to succeed – success

1. Name the ways of derivation the following nouns were formed by.

1) breadth	6) poverty	11) champ	16) gym	21) disobedience
2) generosity	7) cut	12) end	17) fridge	22) name
3) height	8) flu	13) video	18) hearing	23) ad
4) bike	9) belief	14) zoo	19) insignificance	24) phone
5) explanation	10) wanderer	15) warmth	20) cola	25) loss

2. Form nouns from the words given, using the ways of derivation you have studied.

1) wide	7) to rely	13) to believe	19) to differ	25) to relieve
2) to succeed	8) to employ	14) to sing	20) similar	26) to choose
3) to prove	9) strong	15) high	21) to imagine	27) to grow
4) wise	10) inferior	16) warm	22) to explore	28) to argue
5) discipline	11) to pile	17) to quarrel	23) to wander	29) to employ
6) long	12) hot	18) to hate	24) to chisel	30) to spell

3. Choose the word that best completes each sentence.

1) The animals were kept in (*captivation/captivity*) … for three months. 2) I wish you a successful (*completeness/completion*)…of your project. 3) His stay in the desert was a real test of his (*duration/endurance*) and will power. 4) How he managed to get out of the locked room remains a (*mysticism/mystery*). 5) His (*complication/*

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complicity) in the crime lead to a serious (*complication/complicity*) of the problem. 6) Hopefulness and (*longevity/longing*) filled her heart. 7) (*Poorness/Poverty*) made them leave the country. 8) His (*arrivance/arrival*) was badly timed. 9) The water-fuelled car was his greatest (*achieving/achievement*). 10) Helping companies to create jobs is the best way to stimulate (*growth/growing*) in an economy. 11) Your poor (*knowledge/knowledges*) will take you nowhere. 12) This is the first (*proof/prove*) that this rule doesn't work. 13) The initial Government (*response/respond*) was to deny everything. 14) The (*succession/success*) of the Toyota Prius has been very encouraging. 15) There is a huge (*variety/variation*) of rice dishes in this restaurant. 16) You should always follow your parents' … (*advise/advice*).

4. Complete the sentences with nouns formed from the words in parentheses.

1) His silence was all the ... **(prove)** she needed. 2) What is the … of this ribbon? **(long)** 3) Does she suffer from …? **(naïve)** 4) War causes a lot of ... (**grieve**) to the families of victims. 5) The little girl is full of … . **(charm)** 6) What is the … of Everest? **(high)** 7) The … who went on strike were full of … . **(employ; enrage)** 8) In the … of the argument he lost his … . **(hot; patient)** 9) What is the … for speeding in Moldova? **(penalize)** 10) The room is 15 feet in … . **(wide)** 11) Lake Baikal is 1,642 m in … . **(deep)** 12) The … she delivered was impressive. **(speak)** 13) She stood on the deck, lost in … . **(think)**

5. Work with a dictionary. Look up nouns formed by conversion, contraction, affixation and deflexion. Name the way each of them was formed.

WAYS OF FORMING COMPOUND NOUNS

A noun tells what something or someone is called. Nouns can be simple (e.g. *guest, composition, strength, reading*, etc.) or compound (e.g. *brainstorming, sister-in-law, drawing room, follow-up,* etc.).

Ways of forming compound nouns:

- noun + noun (goldsmith, book-keeper)
- noun + gerund (sightseeing, stock taking)
- adjective + noun (redbreast)
- gerund + noun (looking-glass, writing-paper)
- pronoun + noun (she-bear)
- noun + preposition (runner-up)
- verb + noun (scarecrow)
- noun + preposition + noun (man-of-war)

Noun compounds may be written as two separate words – especially if both parts are long – as hyphenated words, or as single words. The American preference is for two separate words, while the British preference is for hyphenated words.

1. Make compound nouns out of the following phrases. If necessary, check them up in the dictionary.
e.g. one who tells stories – story teller

a. pot in which metals can be melted
b. boat to break up ice in shipping lanes
c. region near some place or thing
d. shaking of the earth
e. pain in an ear
f. state of being a boy
g. commander above all other officers
h. museum of painting, sculptures etc.
i. person who writes plays
j. land high above sea level

2. Match words from column A with words from column B to form compound nouns.

A			**B**		
1. rain	11. swimming	21. dead	1. way	11. bow	21. belt
2. sun	12. take	22. news	2. coat	12. shine	22. -in-law
3. snow	13. hand	23. step	3. back	13. giving	23. writing
4. half	14. sun	24. over	4. pool	14. wear	24. walking
5. sister	15. under	25. hand	5. pour	15. ground	25. storm
6. thunder	16. thanks	26. high	6. rise	16. cleaning	26. up
7. make	17. up	27. green	7. full	17. drift	27. wealth
8. check	18. dry	28. down	8. son	18. sister	28. line
9. safety	19. blue	29. feed	9. house	19. room	29. bringing
10. under	20. sleep	30. common	10. out	20. berry	30. out

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3. Fill in the blanks with an appropriate compound noun: *feedback; checkout; motorcycle; sleepwalking; outbreak; mailbox; hand-outs; fishbowl; overtime; workout; clear-up; checkup; lie-in; farmhouse; fruitcake; press-ups; bulldog; ladybugs.*

1) There was an … of violence in prison yesterday. 2) There's a terrible queue at this … . Let's find another one. 3) She provided some very valuable … to the discussion. 4) The lecturer distributed … before she started speaking. 5) Jack does a daily … at the gym, starting with 20 … 6) I love having a … on Sundays. 7) Did you read about the ... at our bank? 8) A … caused this accident. 9) They moved to the country and bought an old… . 10) I hate to work …, but I need the extra money. 11) Do the neighbors have a poodle or a… ? 12) She pulled many birthday cards out of the... . 13) Do you think he was awake or was he… ? 14) He went to the doctor for his annual …. 15) … are small, red and black. 16) We bought a … at the pet store. 17) Who gave you a … over the holidays?

4. Write compound nouns corresponding to the following definitions.

A	**B**
1. way for aircraft	1. trade mark for table tennis
2. place a person was born	2. process of growing up
3. too much weight	3. person who keeps watch
4. light of day	4. any day of the week
5. world of dreams/illusions	5. a book published every year
6. one who owns land	6. condition of being an owner
7. condition of being friends	7. a thick cream that has soured
8. pan used for frying food	8. shadows applied to the eyelids
9. room for waiting	9. time just before it is too late
10. room for reading	10. a coming or returning home
11. man whose work is driving a coach	11. machine that washes clothes
12. a woman's surname before marriage	12. person who wishes well
13. theatre where operas are performed	13. a watch worn around the wrist
14. the replaying of a tape recording	14. father of one's husband/wife
15. person who speaks for another	15. condition of being a child

5. Work with a dictionary. Look up for compounds formed according to the patterns mentioned on page 141.

COMPOUND NOUNS AND THEIR PLURALS

In a *noun + noun* combination the ending -s, -es is added to the second noun.

e.g. girlfriends, flower beds

In a *gerund + noun* combination the ending -s, -es is added to the noun, too.

e.g. sleeping beauties, dressing gowns

In a *preposition + noun* or *noun + preposition* combination the plural ending is put on the noun.

e.g. passers-by, outlaws, editors-in-chief

If there is no noun present in the combination the plural ending is added to the last word.

e.g. forget-me-nots, grown-ups, lay-overs, merry-go-rounds

Compounds with *man* and *woman* form their plurals only in the second word:
man apes, manholes, woman-haters.

1. Write the plurals of the following compound nouns.

A.

1. brief case	6. wishbone	11. step son	16. nick name
2. alarm-clock	7. shut down	12. pass word	17. touch-me-not
3. spinning wheel	8. pro consul	13. take off	18. hanger-on
4. man-of-war	9. horse race	14. high way	19. court martial
5. on-looker	10. out-stay	15. handful	20. maid-of-honor

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B.

1. vice principal	6. ironing board	11. step father	16. ponytail
2. notary public	7. half sister	12. hanger-on	17. good-for-nothing
3. running mate	8. antipode	13. close-up	18. lily-of-the-valley
4. shut-in	9. finger painting	14. spoonful	19. board of education
5. passer-by	10. out patient	15. mini bike	20. attorney general

2. Use the nouns in italic in the plural form. Make other changes in the structure of the sentences as well.

1) An *editor-in-chief* has a high sense of personal responsibility. 2) A *forget-me-not* is a delicate blue flower. 3) I am an enthusiastic *theatre goer*, but unfortunately I can't go to see the performance tonight . 4) A *passer-by* can always show the way to the railway station in a city. 5) A *woman diplomat* is usually a well-read and self-disciplined person. 6) Jack walked around the *campfire*. 7) She put on her *nightgown* and went to bed. 8) He had followed the *wolf track* so far that he knew it was far away now, following a *deer herd*.

3. Unscramble the following compounds. Fill in the gaps with the correctly–formed words. Give the plural of the new compounds: *newly-conference, work-wed, dead-way, good-for-line, sky-of-the-valley, side-knowledge, common-shop, fire-nothing, fairy-scraper, child-place, press-moon, lily-hood, honey-tales.*

1) Why the horse was going … nobody could explain. 2) The … for the applications is March 18. 3) After school he will join his father in the … . 4) New York is the city of … . 5) The … went on their … to Tahiti. 6) I can't rely on him; you know quite well he is a … . 7) What do you call these white flowers growing in clusters? – These are … . 8) It is … that smoking is dangerous. 9) Where and when will they give a … ? 10) We shall never forget the evenings of our … when the children gathered by the … and listened to our grandmother's … .

4. Choose the variant that best completes each sentence.

1) It was a sight to see four *lieutenants general/ lieutenant generals* fight it out at the table. 2) He now has two *mothers-in-law/mother-in-laws*. 3) There were 3 *spoonsful/spoonfuls* of honey left in the jar. 4) Are they the *knows-it-all/know-it-alls* in your class? 5) You'll often meet them at the *shows-off/show offs. 6)* Have you ever participated in *sits-in/sit-ins*? 7) Why did he take pictures of the onlookers/onslooker? 8) How many *heads of state/head of states* participated at the annual reunion? 9) They are *good-for-nothings/goods-for-nothing*; you can't rely on them. 10)The *attorney-generals/attorneys general* present at the meeting signed the agreement. 11) I like neither *takes-off/ take offs* nor landings.12) They have got a *two-year-old/two-years-old* girl.

ABSTRACT NOUNS USED AS CLASS NOUNS

Abstract nouns denote some quality, state, action or idea: courage, sadness, sight. Abstract nouns may change their meaning and become class nouns. This change is marked by the use of the article and of the plural number:

beauty a beauty beauties

e.g. a. I was shocked by the young girl's beauty. b. The tall lady was a beauty.
c. She is one of the beauties I have read about.

1. Fill in the blanks with the given nouns in the necessary form (with an article or without it):

beauty	a. Spring has many …, and May is a fresh and blooming month.
	b. What about this girl of yours? Isn't she …?
	c. … may die, but … still remains.
genius	a. In the nineties an enterprising critic discovered that a Spanish painter named Goya was … .
	b. ... is one per cent inspiration and ninety-nine per cent perspiration.
	c. ... genius of Mihai Eminescu will live forever.
love	a. ... love for a friend is a pleasant feeling.
	b. Theirs was ... love that many will remember.
	c. She is ready to sacrifice for ... love of her children.
passion	a. He is filled with ... passion for poetry.
	b. ... passion for reading is his hobby.
	c. I have ... passion for literature.
	d. We have many ... in life.

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NOUNS OF GREEK AND LATIN ORIGIN

Some words borrowed from Latin or Greek keep their Latin or Greek plural forms.

e.g. **-on → -a** (*phenomenon – phenomena*) **-um → -a** (*datum – data*) **-us → -i** (*stimulus – stimuli*)
-a → -ae (*formula – formulae*) **-x → -ces** (*index – indices*) **-is → -es** (*crisis – crises*)

Some of the nouns have acquired English plural forms: *memorandums, formulas, indexes, terminuses, octopuses, mediums, enigmas, appendixes* etc.

The tendency to use the foreign plural is still strong in the technical language of science, but in fiction and colloquial English, as well as in American English, there is a tendency to give certain words the regular English plural forms in – **s.**

Thus, in some cases two plural forms are preserved for example: *formulae, formulas; antennae, antennas; focus, focuses; rhombus, rhombuses; matrix, matrixes; stratum, stratums* etc.

1. In the Info Box on page 19, find nouns of Latin or Greek origin. Try to remember their singular and plural forms.

2. Write the plural of the given nouns. Follow the examples.

a. e.g. analysis–analyses

axis	basis
crisis	diagnosis
ellipsis	hypothesis
parenthesis	thesis

b. e.g. fungus-fungi

abacus	alumnus
cactus	papyrus
nucleus	octopus
stimulus	syllabus

d. e.g. bacterium – bacteria

addendum	curriculum
datum	erratum
medium	memorandum
millennium	spectrum

c. e.g. automaton-automata

criterion	phenomenon

e. e.g. alumna – alumnae

antenna	formula
vertebra	aura

f. e.g. index-indices

appendix	matrix
apex	vertex

3. Rewrite these sentences using nouns either in the plural or singular forms.

1) Bacteria are small in size but they are present everywhere in enormous numbers. 2) A conifer belongs to the Plantae kingdom. 3) Most fungi are multicellular organisms. 4) The Protista kingdom includes algae, slime molds and other organisms. 5) A vertebra is one of the bones which form the spine. 6) Place the appendix at the end of the book. 7) Do you know any formula of politeness? 8) Is this a historical phenomenon? 9) Are there many errata in the book? 10) An oasis is any fertile spot in a barren land. 11) A memorandum is a short written statement for future use. 12) Is this your only criterion of success? 13) Don't forget to read the addenda at the end of the book. 14) These cacti have brightly coloured flowers.

4. Choose the correct variant.

1) TV is a (*medium/media*) of advertizing. 2) The floods brought a (*crisis/crises*) for the farmers. 3) The (*curriculum/curricula*) of the college should be revised. 4) He is a former (*alumnus/alumna*) of a prestigious university. 5) Use (*parentheses/parenthesis*) to explain these (*phenomena/phenomenon*). 6) Archeological discoveries strengthened the (*hypothesis/hypotheses*) that Troy existed. 7) They belong to quite different (*stratum/strata*) of society. 8) Are they (*alumna/alumnae*) of the same university? 9) What if the (*diagnoses/diagnosis*) is not correct? 10) The (*syllabus/sillabi*) for this subject has not been developed yet.

NOUN SUBSTITUTES

One and **ones** are used as substitution words. They are sometimes called prop words because they support the meanings of the nouns they replace.

One is used to replace a countable noun in the singular whereas **ones** replaces a plural countable.

e.g. I don't like this film, I enjoyed the **one** I saw yesterday.
Have you met the Browns? Are they the **ones** you've told me about?
She can't take her eyes off her shoes, they are more fashionable than the old **ones**.
I like this pizza, it is tastier than the **one** we ate at the Watsons.

That and **those** refer to something that is not near you or that you don't consider to be close to you.

e.g. Which books do you want me to fetch? **Those** that I left on the chair.
This apple seems riper than **that** from the tree and tastier than **those** on the plate.

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1. Fill in with *one/ones* and *that/those* in the right place:

1) I won't buy any book. The … I'd like to have is very expensive. 2) She has got her own skates, she doesn't have to borrow her friend's … . 3) … should always bear in mind his behaviour. 4) The child has already eaten his piece of cake. Give him another … . 5) – Who are the people in the picture? – The … in the centre are my parents. 6) No shoes are more convenient than the … I bought long ago. 7) They are the … she wanted so much to see. 8) This film is more interesting than the … we saw two weeks ago. 9) There was no objection on the part of … present at the afternoon meeting. 10) I broke my … so I will have to buy some new …. 11) ... who do not wish to go need not go. 12) Which trousers will you buy? I like those …, but let's buy these …. 13) Luck comes to … who look for it. 14) See those two girls? Helen is the tall … and Jane is the short …. 15) Which is your house, the white … or the blue …? 16) Speak louder for the benefit of … in the rear. 17) My shoes are torn. I need some new …. 18) Let's look at the photographs. The … you took in Paris. 19) Happy are … who know the value of health. 20) Luck comes to … who look for it. 21) Archaeologists are … who hunt for clues about the lifestyles of ancient peoples.

2. Make up short dialogues using one/ones and that/those.

GRAMMAR. BOTH (OF), ALL (OF), NEITHER (OF)

Both refers to two people or things only. **Both** means 'not only one, but also the other' and refers to two things together.
e.g. **Both** of the books were interesting. I liked **both of** them.
All refers to 'the whole number of' people or things:
e.g. **All of** them went for a picnic.
He took **all (of)** the books to the library.
Neither, means 'not one and not the other' and is used with a noun in the singular.
e.g. **Neither** knife is sharp enough.
Neither of is used with a noun in the plural and refers to each of two items.
e.g. She sold **neither of** the pictures.
Neither of the students passed the exam.
"Which perfume smells sweet?" "**Neither of** these. You may buy "Bolero" if you want a sweet one."

1. Fill in with all (of), both (of), neither (of).

A

1) … the two girls sitting on the bench is my sister.
2) … the statistics in the report is correct.
3) … the lamps are suitable for the dining-room.
4) I couldn't meet my parents. … them left early in the morning.
5) Did you manage to look through … the texts?
6) … the country was against the referendum.
7) – Whom of the two girls shall I send to give you a hand?
– You may send them … .
8) They … have the same hair cut.
9) I can't include them in the list. … them is a good swimmer.

B

1) … of these restaurants are very good. 2) … of the restaurants we went to was expensive. 3) I asked two people the way to the library but … … them knew. 4) I greeted … … my classmates, but … … them heard me. 5) Tell … … your parents about the class meeting. 6) Whose are these houses? … … them belong to a prosecutor. 7) These are cheap shirts and I'll buy … … them. 8) Although the dresses were cheap I bought … … them. 9) They are cousins and they … go to the same school. 10) Here are the solutions, but … … them is true. … that glitters is not gold. 11) As … … the bread had been eaten, she sent me to the shop. 12) Who is going to the cinema? - … … us are going; they say it is worth seeing this film.13) … … his parents are retired.

2. Make up your own sentences with all (of), both (of), neither (of).

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QUANTITY DETERMINERS

All is a generalizing pronoun, it takes a group of things or persons as a whole.

Each and **every** refer to all the members of the group of persons, things, or notions mentioned before and taken one by one.

Quantity Determiners in a Comparative Plan

all	**each**	**every**
a) refers to a collection of things seen as one or to an amount. e.g. We have told **all** of them. Have you eaten **all** the honey? b) can be used before a noun or on its own. e.g. **All** results are good. I helped them **all**. c) can't be replaced by *every.* e.g. She has written **all** the storries herself. d) is used to mean 'all the people'. e.g. The law applies equally to **all**. e) means 'the only thing'. e.g. **All** I ask is to make the sound louder. f) means a statement. e.g. **All** is well that ends well.	a) is more individual and suggests 'one by one' or 'separately'. e.g. **Each** of you will go to the blackboard. b) can occur at the end of a statement. e.g. He has bought two pairs of gloves, at 25 lei **each**. c) can be used interchangeably with *every*. e.g. **Each** (every) time I meet him, he is in a hurry. d) can't be modified. e) can't be preceded by 'not'. f) can refer to both members of a pair. e.g. They **each** got an excellent mark.	a) emphasizes single units within a group and is used only with singular countables. e.g. He has asked **every** student in the group. (every single one) b) can never stand on its own. e.g. **Every** child should know a foreign language. c) can't be replaced by *all*. e.g. She has written **every** essay she was given. (all the essays the teacher gave/asked her to write) d) can be modified by *almost, nearly, practically* and can be followed by *single*. e.g. Nearly **every** child has been vaccinated. **Every** single file was checked.

1. Fill in with **all**, **each** or **every**.

A

1. … of the awards is worth a large sum of money. 2. … classroom in our school needs some repairs. 3. … she needs is little compassion. 4. The teacher will ask … of you. 5. … employee is being asked to contribute as much as he can. 6. This was … he wanted to know. 7. … pupil should be present at the meeting. 8. Practically … student has been admitted to take part in the contest. 9. She has read all the stories, 10 or 15 pages ... . 10. … that glisters is not gold. 11. This year he has practically visited ... country in Europe. 12. The inheritance was shared out equally. ... of the six children got a fare share. 13. There were cars parked on ... side of the street. 14. I enjoyed ... minute of the film. 15. We looked in ... classroom, but couldn't find her.

B

1. There were four books on the table. … book was a different colour. 2. The Olympic Games are held … four years. 3. After .., why the change. 4. As you know; … parent worries about their children. 5. In a game of tennis there are two or four players; … player has a racket.6. Nicola plays volleyball …. Thursday evening. 7. The robber took … the money. 8. Check that … the parts are in good working order. 9. The book is divided into five parts and … of these has three sections. 10. … students must take a placement test at the beginning of the course. 11. We try … sorts of things during our entire life. 12. We had a great weekend. I enjoyed … minute of it. 13. I tried to phone her two or three times, but … time there was no reply. 14. Car seat belts save lives; … driver should wear one. 15. Answer all five questions. Begin your answer to … question on a separate sheet of paper.16. I couldn't answer … the questions. 17. … question carries one mark. 18. Not … coffee is bitter. 19. I understood most of what they said but not … word. 20. I get paid … four weeks.

C

1. Our team won and we ... got a prize. 2. ... child in the world deserves affection. 3. ... of these shirts are only $20. 4. This family has an ill child and ... parent worries about their child. 5. ... step of the way was a sruggle. 6. We've

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won ... of our last four games. 7. I know ... word of his songs by heart. 8. ... third morning Joe goes jogging. 9. She gave them ... a £5 tip when she checked out of the hotel. 10. I like his plays. I am going to study ... one carefully. 11. The bus leaves ... hour. 12. You should learn something new ... day. 13. Make ... tomorrow better than today. 14. Read ... of the instructions carefully. 15. I spoke to ... of the delegates there. 16. Practically ... person in the room knew Samantha. 17. ... third-year student will be examined orally in June. They will ... be given a 15-minute interview. 18. The phone was engaged ... time I tried it. 19. We enjoyed ... minute of this wonderful movie. 20. My parents have moved to London. ... of them works in a bank.

2. Make up sentences of your own with *all, every, each*.

ORDER OF ADJECTIVES

1	2	3	4	5	6	7	8	9
Noun determiners, possessive nouns and their modifiers	Ordinals; only	Enumerators; many, other	Descriptive adjectives	little, old, new	Colour	Categorizing adjectives	Noun adjuncts	Head noun of Compound
the	first	three	small	old	white	suburban	brick	houses
those		other		new			wooden	benches
my mother's				old				dress
a			fine	old		English		garden
the	next		famous			naval		victory

1. Place the modifiers at the left of each sentence in the right order.

silk, red, new	a. She was wearing a … … … skirt.
cheap, good, many	b. We have … … … things in this store.
English, first, successful	c. The … … … colony was founded at Jamestown, Virginia, in 1607.
my mother's, silver, old	d. I always liked … … … … jewelry.
new, that, brick, red	e. Whose is … … … … house over there?

2. Put the adjectives in the correct order and use them in sentences of your own.

An old, antique, big, green car.
A wonderful, Italian, old clock.
A plastic, disgusting, pink ornament.
A pair of Italian, hand-made, leather, black shoes.
A tan and white, big, beautiful bulldog.
A square, blue, big, heavy box.
Some new, slim, French, cheap trousers.
A fragile, China, old, oval plate.

ADJECTIVE OR ADVERB?

An adjective tells us more about a noun. We use adjectives before nouns and after a few verbs: *to be, to feel, to taste, to smell, to look, to seem.*

e.g. He is a skilful worker.
This soup tastes good.
Your neighbour seems very strange.

An adverb tells us more about a verb. It tells us in what way someone does something or in what way something happens.

e.g. Speak loudly, if you want to be heard.
Take your umbrella, it is raining heavily.

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We also use adverbs before adjectives and other adverbs.
e.g. He was terribly sorry for not having met you.
The exam was incredibly easy.

You can use an adverb before a past participle.
e.g. She was totally disappointed.
We were seriously surprised at the news.

1. Form adverbs from the following adjectives and use them in sentences of your own.

wise • idle • bad • wide • careless • hopeful • kind • consequent • good• dear• tender • angry • happy • live • loyal • weary • rare • true • whole • sweet • rude • solemn • dreamy • intent • gentle

2. Choose the correct variant.

A

1. He drove home (*hurried/ly*) because it was getting dark. 2. She arrived (*late/ly*). 3. The coffee was getting (*cold/ly*). 4. She was trying (*hard/ly*), but it seemed (*impossible/ly*) for her to win. 5. The flowers smelt (*beautiful/ly*). 6. It snowed (*continuous/ly*) for four days. 7. What a fine day! It is (*unusual/ly*) hot. 8. He looked (*nervous/nervously)* as he gave his speech. 9. Roasting chicken always smells (*good/well*) to me. 10. They won (*easy/easily)* against Rapid. 11. I know they have played (*good/well)* today. 12. The note was written (*illegible/illegibly*). l3. The story has a (*happy/happily*) end. 14. I haven't been feeling (*good/well*) for the last two weeks. 15. The soup tastes (*good/well*), doesn't it?

B

1. If you don't feel *(good/well)*, ask the boys to play *(quiet/quietly)*. 2. Whenever she gets *(tired/tiredly)*, she opens the window *(wide/widely)* and looks *(envious/enviously)* into the street where the people walk *(happy/happily)* and seem very *(joyful/joyfully)*. 3. Why are you so *(impatient/impatiently)* to know her mark at the exam? 4. The doctor examined me *(attentive/attentively)* and kept *(silent/silently)* for a moment, a thing that made me become *(restless/restlessly)*. 5. It seems so *(strange/strangely)* that they won't come; they became so *(enthusiastic/enthusiastically)* when we called and asked them *(earnest/earnestly)* to join us. 6. If you are not *(attentive/attentively)* you may fall down and hurt youself *(bad/badly)*. 7. She looked so *(tired/tiredly)* that we decided to send her to bed *(immediate/immediately)*. 8. The proposal sounded *(good/well)* and we accepted it *(willing/willingly)*. 9. She remained *(silent/silently)* for a moment, then she started explaining *(feverish/feverishly)* her view point on the matter.

REFLEXIVE PRONOUNS USED FOR EMPHASIS

1. A pronoun is a reflexive one if the action of the subject reflects upon the doer.

e.g. She cut herself when preparing dinner. (Reflexive: here the subject and object refer to the same person.)
You must take care of yourself. (Reflexive)

2. When reflexive pronouns are used to put emphasis on a particular noun they are called emphatic pronouns.

e.g. She herself has written the application. He finished the job himself.
They themselves admitted I was right. We ourselves witnessed the accident.

3. Emphatic pronouns, on the other hand, are used to just emphasize the action of the subject.

e.g. He himself wrote the essay.. (Emphatic. 'Himself' merely puts emphasis on the noun he.)
I will hand in the letter myself. (Emphatic)

4. An emphatic pronoun can be removed from the sentence and the core meaning would not be affected.

e.g. He himself wrote the essay. He wrote the essay.

5. A reflexive pronoun, on the other hand, is indispensable. The sentence wouldn't make complete sense if you remove the reflexive pronoun.

e.g. They hurt themselves while crossing the moor. They hurt…what? while crossing the moor.

6. Reflexive pronouns can be used for emphasis:

a. after **but** and **than.**
e.g. She can hear no one but **herself**.

b. after nouns and pronouns to mean 'that person or thing and only that person or thing'.
e.g. He **himself** left the bread uncovered.

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c. at the end of a sentence. e.g. You forgot to wash the vegetables **yourself**.
d. when used for special emphasis, especially when there is ambiguity, possibility or when they are used in impolite replies.
e.g. You should observe the hygiene rules **yourselves**.
- Can't you stay on a diet for any length of time?
- Stay on it **yourself**!

Note!
1. The emphatic pronouns cannot be used as subjects. It is therefore wrong to say
e.g. Bianca and myself went there. (Correct) Bianca and I went there.

Remember!
1. There are a number of verbs in English with which we rarely or never use reflexive pronouns (as they are in other languages).They include: *adapt, behave, complain, concentrate, get up, hide, lie down, meet, move, relax, remember, shave, shower, sit down*.
2. After a preposition of place or location we use a personal pronoun and not a reflexive pronoun.
e.g. He put the backpack next to him.
Keep the books in front of you.

1. Tell which pronouns in the following sentences are reflexive and which are emphatic.

1) I can't do it all by *myself*. 2) He *himself* is to blame for the mistakes. 3) We made the project *ourselves* and now it is *ourselves* who should implement it. 4) We will enjoy *ourselves* on the trip. 5) She did the job by *herself*. 6) She lives by *herself* in her parents' house. 7) They broke the rules *themselves*. 8) I *myself* left the window open. 9) Behave *yourselves*, boys! 10) He gave *himself* such airs! 11) Mother bought *herself* a new skirt. 12) I would like to meet the dean *myself*. 13) The president *himself* announced the news. 14) I *myself* heard his remarks. 15) We often deceive *ourselves*. 16) He *himself* said so. 17) I *myself* went to the market and bought it.18) He *himself* painted the walls. 19) I will give *myself* five days to finish that job. 20) John *himself* was not aware of the plan. 21)You must believe me. I *myself* heard him shout at her.

2. Fill in the correct reflexive pronouns.

1) She is too small. She can't wash … . 2) The horse tripped and hurt …. 3) We tried to cook the dinner for … 4) Look at … in the mirror and then you will judge the others. 5) You should blame …, boys, for the result of the match. 6) I … baked the bread. Is it tasty? 7) The players argued amongst … for an hour. 8) We often ask… why we are so credulous. 9) History repeats … 10) I … find it rather difficult. 11) Mary made the dress... . 12) Did you find the mistake …, Pam? 13) I … saw him doing it. 14) He … drew the curtains. 15) They … are responsible for it. 16) Peter gave … a party. 17) Gail made … a dress out of the material you gave her. 18) The car rolled by … down the hill. 19) We take … very seriously at our debating club. 20) You must demand more of … if you expect to be successful.

3. Make up your own sentences using reflexive pronouns.

WORD ORDER IN RELATION TO PREPOSITIONS. STRANDED PREPOSITIONS

Usually the preposition is not stressed and stands before the word it refers to.
e.g. Robert put the book on the table. They left for the country yesterday.
Sometimes, however, a preposition may be separated from the word it refers to. In that case it is stressed. Single-word prepositions except: *but, during, except* and *since* can be separated from the words they refer to in:

Wh-questions:	What did he refer *to*? What are you laughing *at*?
Relative clauses:	The people you are waiting *for* will be late.
Wh-clauses:	Why she kept her child *away* from the group nobody could say.
Indirect Speech:	Ask her whom they went there *with*.
Exclamations:	What a thin branch he was holding on *to*!
Passives:	The secret had been given *away* by one of their friends.
Infinitives:	He was expecting someone to pass *by*.

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1. Fill in the correct preposition.

A

1. What information are you interested …?
2. Which vacation did John become ill …?
3. Who have you named the child …?
4. Who did you destroy a picture …?
5. What did you travel to London …?
6. I was astonished at the patience she spoke ….
7. Do you know the hostel they stayed …?
8. What time will you arrive home …?
9. How long has it been snowing …?
10. What do you eat salad …? .
11. What age did she leave school …?
12. Whom did you sit … … at the party?

B

1. I didn't see what speed he was driving ….
2. The tone which she spoke … thrilled me.
3. Which vacation did John go to Hawaii …?
4. Did you hear what the child was apologizing …?
5. Do you know whom he is waiting …?
6. Who did you destroy a picture ...?
7. Is this the hotel you've read …?
8. What should I thank you …?
9. Which act did John leave the theatre …?
10. The things she is good … are speaking and writing.
11. These are nice things to dream ….
12. The cheerfulness she spoke … encouraged everyone.

2. Form Wh-questions and Wh-clauses where single word prepositions can be separated from the words they refer to.

CLEFT SENTENCES

Cleft sentences are particularly useful in writing where we cannot use intonation for purposes of focus or emphasis, but they are also frequently used in speech.

Because there are two parts to the sentence it is called **cleft** (from the verb **cleave**), which means divided into two.

1. Cleft structures include the *reason why, the thing that, the person/people who, the place where, the day when and what-clauses* which are usually linked to the clause that we want to focus on with **is** or **was**.

2. We can also emphasize words (but not words denoting persons) by using a noun clause introduced by *what*:

e.g. What I need is your help, not your sympathy.

3. It is sometimes very effective to use **all** instead of **what** in a cleft structure if you want to focus on one particular thing and nothing else.

e.g. I want to have a rest at the moment.
All I want at the moment is to have a rest.
To have a rest is **all** that I want at the moment.

4. Finally, we can also use preparatory **it** in cleft sentences and join the words that we want to focus on to the relative clause with that, who or when.

e.g. She treats everyone with much respect.
It is with much respect that she treats everyone.

Jill was the only one who liked Chemistry.
It was only Jill who liked Chemistry.

In the example which follows, note how this construction enables us to focus on different aspects of the information, which may be important at the time.

e.g. Our parents took us to the opera last Sunday for recreation.
It was *our parents* who took us to the opera last Sunday.
It was *last Sunday* when our parents took us to the opera.
It was *to the opera* where our parents took us last Sunday.
It was *for recreation* that our parents took us to the opera last Sunday.

1. Rewrite the sentences so as to emphasize the words in italics, using *It is* or *It was* as in the examples above.

1) A *long, long time ago* they became friends.
2) Scientists *now* know that these ideas are not correct.
3) *Collisions* can break up asteroids.
4) *A very large meteor* can make a huge crater.
5) *This crater* was caused by a meteorite.
6) *He* warned us about the danger.
7) *This* is the book I have bought.
8) We will meet you *on Wednesday*.
9) Their parents are leaving *for the south*.
10) She is reading *to her little brother now*.

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2. Paraphrase the sentences using the *reason why, the thing that, the person/people who, the place where, the day when, what-clauses* and *clauses introduced by It is/was*.

1. I came to you to ask for a favour.
2. I would like very much to meet my old friend.
3. She called us two hours ago to tell us the news.
4. On Friday they will celebrate their anniversary.
5. They missed the train because they had overslept.
6. The driver was the one to blame for the accident.
7. Biology is the subject that I like most of all.
8. I am thankful to her for the useful advice.
9. We consider our home the best place ever.
10. This event became a sensation in the 19th century.
11. The human spirit is the most neglected one.
12. The teacher gave us more exercises for the next time.

3. Make up sentences by using the *what-clauses* and *It is/was* clauses.
   e.g. What they lack more is their parents' love.
   It was on Monday that we saw them.

4. Rewrite the sentences using the ways of emphasis you have studied above.

1) I went there to see my sister. 2) He is trying to convince us to go with him. 3) She needs much at present. 4) They were to gather at Helen's place. 5) We took the exam last week. 6) They go to the country every weekend. 7) To stay at home is what I dream of. 8) He doesn't want to accept our apologies. 9) In class we are not allowed to eat. 10) They took us for a walk in the evening. 11) She needs our support and understanding. 12) We went there on foot. 13) She wanted to buy a Fiat. 14) We are going on vacation in August. 15) They didn't start the trouble. 16) She decided to move out because she was lonely. 17) I need to have my hair cut.

PHRASAL VERBS

1. A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.
   e.g. She *gave up* her job last week. (give +up = to resign; to leave)
   Whom does the child *take after*? (take + after = to resemble)

2. Some phrasal verbs are intransitive. An intransitive verb cannot be followed by an object.
   e. g. She will soon *show up*. (show + up = to appear)
   The plane takes off at 5 o'clock sharp. (take + off = to begin a journey by air)

3. Some phrasal verbs are transitive. A transitive verb can be followed by an object.
   e.g. We shall have to *put off our journey*. (put + off = to postpone)

4. Some transitive phrasal verbs are separable. The object is placed between the verb and the preposition.
   e.g. They *have turned* the boat *into* a floating home. (turn + into = to change into)

5. Some transitive phrasal verbs are inseparable. The object is placed after the preposition.
   e.g. I ran into my cousin an hour ago. (run +into = to meet)

6. Some transitive phrasal verbs can take an object in both places.
   e.g. Will you *put down* my telephone number? Will you *put* my telephone number *down*?

7. ***Note!*** Although many phrasal verbs can take an object in both places, you must put the object between the verb and the preposition if the object is a pronoun.
   e.g. I'll take the dress in for you. (take + in = to make smaller)
   I'll take it in for you. (~~I'll take in it for you~~)

1. In the sentences below find the phrasal verbs. From the context, guess what they mean.

1) We are out of sugar; we can't make a cake. 2) She brought up six children 3) The flight was called off. 4) The room needs clearing up after the party. 5) You'll have to cut down your essay; it's too long. 6) He has got through the exams. 7) They gave out the names of the winners on the radio. 8) They went over the channel by a ferry-boat. 9) Hold on, please; I'll put you through to the principal. 10) They are too quick; I can't keep up with them. 11) Delia let down her beautiful fair hair. You'll get into trouble if you don't look out. 12) I can't make out his handwriting; it is too small. 13). He had passed by my remark and thus he ran into trouble. 14) It is easier to bull down than to

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build up. 15) A new play was put on at Eminescu Theatre. 16) When did he run away? 17) You have worked too hard and look run down. 18) Why did he set the dog on the boys? 19) What does this word stand for in this sentence? 20) We will take up this matter tomorrow. 21) Sorry, I can't take in the problem at once. I need time for thinking.

2. Match a phrasal verb from column A with its meaning in column B.

A		**B**	
1. ask someone out	12. give something away	a. phone	l. break into pieces
2. blow up	13. hang up	b. separate	m. have none left
3. break up	14. look something over	c. return	n. start to fly
4. call something off	15. pick something out	d. invite on a date	o. discover
5. call someone up	16. put up with something	e. remain at a distance	p. continue
6. check out	17. run out of something	f. arouse from sleep	q. ruin a secret
7. come apart	18. take off	g. check, examine	r. tolerate
8. fall apart	19. look down on	h. cancel	s. understand
9. figure something out	20. go on	i. explode	t. choose
10. find out	21. keep away	j. despise	v. end a phone call
11. get back	22. wake up	k. leave a hotel	u. remain at a distance

3. Supply the appropriate particles or adverbs.

1) She is always … at 5 o'clock. 2) Come … and see us tomorrow; we will be … 3) When does your school break … for summer vacation? 4) I'll call … you about noon. 5) Being absent, he fell … the class. 6) How are you getting … without their help? 7) Let me help you get your coat …. 8) Did he give … smoking? 9) Will you go … my essay to check for errors? 10) Keep … writing, boys. 11) Will you look …my luggage for a while? 12) You may look … the unknown words in the dictionary. 13) How many sentences should we make … with these words? 14) The car pulled … just outside the hotel. 15) I'll put … some money for the trip. 16) We find it difficult to put ... … our noisy neighbours. 17) Must we put … the unknown words? 18) One shouldn't run … from difficulties. 19) Who will see her … at the station? 20) Spring will soon set …. 21) How could you take Bill ... Mike? They are so different. 22) We always take our children … for a walk. 23) I can't turn … the water.

4. Match each phrasal verb with one of the one-word equivalents given below:

• *surrender* • *begin* • *inherit* • *relax* • *distribute* • *respect* • *overcome* • *cancel* • *stop* • *humiliate* • *win* • *resemble* • *compensate*

1) Tom carried off all the school prizes. 2) Please, hand out the text to all the pupils present. 3) Don't be so excited. Calm down. 4) With such a weak heart he can hardly get through all the troubles. 5) I don't think she has given in so easily. 6) How did you manage to make up for the lost time? 7) Where shall we pull in if we come too late? 8) She was put down with a sharp retort. 9) Whom does the girl take after? 10) Winter will set in very soon. 11) We are sure he's come into a fortune. 12) The flight was called off because of the nasty weather. 13) Isn't it surprising that everybody looks up to him?

5. Replace the italicized phrases by their equivalents, expressed by the verb in parentheses and a preposition/particle/adverb.

1) Can you educate *(bring)* a child by being indulgent to him? 2) Do you often visit *(call)* your friends? 3) Whom do you expect to tidy *(clear)* the room for you? 4) Did she inherit *(come)* a fortune after all? 5) When are you going to return *(come)*? 6) Could you make *(cut)* your speech shorter, please? 7) Don't alight *(get)* from the bus until it stops. 8) It was not easy for her to recover *(get)* from the shock. 9) Your secret is safe with me. I won't let *(give)* to anyone. 10) A really determined person never surrenders *(give)*. 11) Please continue *(go)* speaking; I am listening attentively. 12) The shoes don't match *(go)* your dress. 13) The suffered *(go)* a lot of hardships in their life. 14) What makes *(keep)* you stay indoors? 15) Don't approach the dog *(keep)*; it's biting. 16) We should not despise people *(look)* less fortunate than we are. 17) Don't try to overlook *(pass)* my remark as a joke. 18) He pretended to have *(put)* an air of innocence, but it didn't deceive us. 19) We have been working too hard and look exhausted *(run)*.

6. Make up sentences using the following phrases: *to be off; to be away; to call out; to come for; to come off; to cut off; to do without; to get in/into; to get on (with); to give in; to go about; to keep from; to keep to; to make out; to pull down; to put aside; to run down; to see to; to set up; to take in; to take up; to turn up; to run out of.*

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THE PASSIVE VOICE

The passive voice is used when the focus is on the action. It is not important or not known however, who or what is performing the action.
The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Form of the Passive Voice: **Subject + finite form of "to be"+ Past Participle**

When rewriting the sentences from the Active Voice into the Passive, note the following:

a. the object of the active sentence becomes the subject of the passive sentence.

e.g. *He* made a *mistake*. *A mistake* was made *by him*.

b. the finite form of the verb is changed (to be + past participle).

e.g. Who *brought* the book? Who *was* the book *brought* by?

c. the subject of the active sentence becomes the object of the passive sentence (or is dropped).

e.g. *The boys* have broken the window. The window has been broken. (*by the boys*)

Tense	Subject	Auxiliary		Past Participle
		Singular	Plural	
Present Simple	The essay	is	are	written/reviewed
Present Progressive	The essay	Is being	are being	written/reviewed
Present Perfect	The essay	has been	have been	written/reviewed
Past Simple	The essay	was	were	written/reviewed
Past Progressive	The essay	was being	were being	Written/reviewed
Past Perfect	The essay	had been	had been	written/reviewed
Future Simple	The essay	will be	will be	written/reviewed
Future Perfect	The essay	will have been	will have been	written/reviewed

When should we use the Passive Voice?

1. When we want to change the focus of the sentence.
   e.g. This piece of music was played by our teacher.
2. When *who* or *what* causes the action is unknown or unimportant or obvious or 'people in general'.
   e.g. He was found guilty.(obvious agent, the prosecutor).
   My car has been stolen (unknown agent).
   The house is being demolished. (unimportant agent).
   The CV can be handed in at this office. (people in general).
3. In factual or scientific writing.
   e.g. The data are introduced into the computer and sent to different agents.
4. In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing).
   e.g. The results of the exams will be known next Monday.
5. In order to put the new information at the end of the sentence to improve style.
   e.g. Three new children joined our group. They are Tim, Ben and Jessica.
6. When the subject is very long.
   e.g. She was much satisfied with how well they coped with the topic.

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1. State the tense form of the verb in the Passive Voice in the sentences below.

1) She is being asked about the accident now.
2) Why were they not allowed to enter?
3) The children are taken to school by car.
4) My sister will be met at the airport.
5) What have they been told about the test?
6) He had been informed about the meeting in time.
7) We were called to school to receive the new textbooks.
8). She is always praised for her excellent results.
9) We have been kept after classes for one more hour.
10) Will he be announced about the excursion?
11) The test was being written when it started to rain.
12) No one will be given more credits.
13) She is being taken care of by my granny.
14) Nothing is known about the strike.

2. Change the sentences into the Passive Voice.

A

1. We won't keep you here any more.
2. She will not finish the work by 4 o'clock.
3. This news has amused the policeman.
4. I can't wear these socks; they are too long.
5. She had sent the letter before leaving Greece.
6. How do movies influence people's behaviour?
7. When they reached the house they lit the candles.
8. Erric was working in his office when he heard the noise.
9. They are taking good care of her at the moment.
10. Can we encourage the customers to buy these goods?

B

1. She will have finished the report by noon.
2. Her departure had disappointed them.
3. How do sports influence people's health?
4. She must share her dormitory with her colleague.
5. Society shapes human beings
6. She was still waiting for him downstairs.
7. He has employed the workers for a two-year term.
8. They are implementing new methods in teaching.
9. People attend universities for different reasons.
10. What can we do to make the child behave?

THE SUBJECTIVE INFINITIVE CONSTRUCTION

The Subjective Infinitive Construction (traditionally called the Nominative-with-the Infinitive Construction) consists of a noun (in the Common Case) or a pronoun (in the Nominative Case) and an infinitive. This construction does not serve as one part of the sentence: one of its component parts has the function of a subject, the other forms part of a compound verbal predicate.

The Subjective Infinitive Construction is used:

1. With the following verbs in the Passive Voice: *to see, to hear, to observe, to notice* (i.e. verbs denoting sense perception); *to think, to consider, to know, to expect, to believe, to suppose, to find (out), to feel etc.* (i.e. verbs denoting mental activity); *to report, to say, to declare, to state, to announce, to pronounce* (i.e. verbs of declaring); *to make* (in the meaning of to compel, to force, to cause something to happen).
   e.g. Shakespeare is considered to be the greatest and most famous of the English writers.
2. With the following verbs in the Active Voice: *to appear, to seem, to happen, to chance, to prove, to turn out etc.*
   e.g. Tom seemed to be astonished to find nobody at home.
3. With such expressions as: to be lucky/fortunate/unlucky/unfortunate; to be certain/positive, sure; to be likely/unlikely.
   e.g. He is likely to come on time. They are fortunate to have such experienced teachers.

1. Find the Subjective Infinitive Consructions. Translate the sentences into your native language.

A.

1. The committee is expected to meet once a week.
2. John is supposed to have announced the meeting.
3. Matthew seems to have delayed writing the letter.
4. Mary has proved to appreciate hearing from you.
5. The cake seemed to taste so delicious.
6. He is said to have escaped being hurt in the fight.
7. I am expected to help them with the preparations.
8. My father is expected to come home early tonight.
9. That movie is considered to be worth seeing.
10. The class seemed to understand everything.

B.

1. We are supposed to be there at three.
2. Paul is said to be rather generous.
3. He is said to have admitted stealing the money.
4. James is said to quit working for Mrs. Steele.
5. Martha is known to have invited them to her place.
6. Good students are thought not to cheat in exams.
7. The teacher is believed not to tolerate indiscipline.
8. The police are expected to arrive soon.
9. George is supposed to be here in some minutes.
10. The boy happens not to do his homework.

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2. Paraphrase the following sentences using the Subjective Infinitive Construction according to the model:
e.g. He will probably come here. He is likely to come here.

A

1. It seems they enjoyed the performance.
2. We expect he will stay here one week longer.
3. It appears that you are not right.
4. It turned out that he knew everything.
5. They say that his ancestors were aristocrats.
6. He is sure they are discussing now in the lobby.
7. They say that she abandoned school.
8. It seemed he was the first to come to the finish.
9. It appears he has been accepted as principal.

B

1. They proved that he was not guilty.
2. She supposes they will help her with the cleaning.
3. They believe this is a mysterious place.
4. The media consider that we have made progress lately.
5. These goods are likely to disappear on the market.
6. We expected our neighbor to be more polite.
7. I don't expect my mother to arrive by Monday.
8. I believe she is talking rudely to her parents.
9. They found the puppy sleeping in a cosy place.

3. *Make up your own sentences using to be lucky/fortunate/unlucky/unfortunate, to be certain/positive, sure, to be likely/unlikely.*

THE SUBJECTIVE PARTICIPIAL CONSTRUCTION

The Subjective Participial is a construction in which the Participle is in predicate relations to a noun in the Common case or to a pronoun in the Nominative case.
e.g. *She* was heard *playing* the piano.
The construction can be used with the following categories of verbs:

1. Verbs of sense perception: *to see; to hear; to notice; to watch, to observe* etc.
e.g. *He* was seen *leaving* the house.

2. The verb *to find*.
e.g. *The man* was found *lying* on the ground.

3. The verbs of information: *to report; to inform; to quote; to report; to declare* etc. Here the Participle is usually preceded by the conjunction *as*.
e.g. *He* was declared (as) *lost* in the war.

1. Find the Subjective Participial Construction.

1. I was left waiting outside.
2. The dinner was left untouched.
3. The door was found locked.
4. The musicians were heard tuning up.
5. They were seen speaking to the head-teacher.
6. The pilot could be heard singing.
7. She was seen driving a car.
8. He was heard explaining the rules.
9. She was seen accompanying him.
10. Mother is expected to have met them.
11. The soldiers are reported wounded in the fight.
12. My classmate was noticed coming to school.
13. The children are abandoned by their parents.
14. She watched us waving good-bye to her.
15. The cub was found resting under a bush.
16. We heard the bell ringing.

2. Reword the following sentences into sentences with the Subjective Participial Construction.

1) We have often heard his name mentioned. 2) We saw them walking down the street. 3) The rescue helicopters found the ship drifting in the North Sea. 4) The boy watched her going cautiously up the stairs. 5) They heard the child crying for his mother. 6) She saw the article published in yesterday's issue of "The Times". 7) When mother came home she found the children gone to bed. 8) Somebody spotted a wooden box floating near the coast. 9) She noticed the thief stealing her purse. 10) They heard the news announced on TV. 11) We found the door closed. 12) They reported the work carried out. 13) They declared the journey postponed. 14) We found the fence heavily damaged. 15) She heard them whispering something to each other. 16) They consider the student's project well thought. 17) We saw them driving down the hill. 18) The chairman declared the meeting closed. 19) Did you hear us entering the room? 20) Have they noticed anyone enter the house? 21) Did you observe the plants growing?

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EXTENDED GRAMMAR EXERCISES

I. Use the correct article.

A

1. ... Sahara desert is in ... Africa.
2. ... Constanţa and ... Odessa are important ports situated on ... Black Sea.
3. Traditionally ... British have ... fireplace; ... symbol of ... warmth in ... house.
4. ... USA borders on ... Canada in ... north and on ... Mexico in ... south.
5. When is she leaving ... Chişinău for ... Hague?
6. ... Mississippi is one of ... greatest rivers in ... world.
7. ... Republic of Moldova is in ... Europe.
8. ... Netherlands is ... lowland country. Most of its territory is situated below ... sea level.
9. ... Strait of Dover is ... narrowest part of ... English Channel.
10. If I go to ... UK I would like to visit ... Scotland, ... birthplace of Robert Burns.
11. Who was the first man to climb ... Everest, ... highest mountain in ... world, situated in ... Himalayas on ... border between ... Tibet and ... Nepal?
12. ... Stratford-upon-Avon is is ... birthplace of ... William Shakespeare.

B

1. What about going to Australia in … February?
2. Last year we visited … St. Paul's Cathedral and … Tower.
3. ... Loch Ness is … most famous lake in Scotland.
4. .... most children like … sweets.
5. … summer of 1996 was hot and dry.
6. ... Plaza Hotel is on the corner of … 59th Street and … 5th Avenue.
7. My sister often stays at … Uncle Tim's in Detroit.
8. Our friends … Millers moved to Florida last August.
9. … smog is a problem in … big cities.
10. Our children go to … school by … bus.

II. Fill in a (an), the, or –(no article).

A

1. ... Japanese language is very difficult to learn.
2. Both of them entered ... college after finishing high school.
3. He spent ... most of his spare time learning English.
4. He is very good at playing ... piano.
5. People elected Lincoln ... President of the United States.
6. It is ... book for beginners.
7. How beautiful ... girl she is!
8. They were put in ... prison for debts.
9. His is ... very book I want to buy.
10. ... New York of the 21st century is different from that of the 19th century.
11. I think he is still in ...bed, but he might just be in ... bathroom.
12. There was ... knock on ... door.
13. Don't tell ... lie, tell ... truth.
14. Summer is ... hottest season, but ... summer of 1998 was unusually cool.
15. What ... terrible weather we have today!
16. I went to ... Manchester yesterday.
17. She goes to ... prison once ... month to visit her husband.
18. The meeting lasted for ... hour and ... half.
19. His shoes are all worn out. He'll have to buy ... new ones.
20. I'd like to live in ... room, ... window of which opens to ... south.
21. He is used to sleeping in ... daytime and working at ... night.

B

1. He caught the thief by ... arm.
2. The soccer team came out ... second in the match.
3. She prefers to sit in front of ...classroom.
4. Would you keep ... eye on my luggage?
5. Will you go to school on ... foot or by ... bike?
6. Tom is ... honest boy. Everyone in our class likes him.
7. The Curies, who had discovered ... radium, were awarded ... Nobel Prize.
8. I was attracted by ... most unusual picture made of ... bits of colored plastic.
9. ... few weeks in college were the happiest in my life.
10. Why not open the windows to let ... cold air in? I'd rather you didn't. ...air in our town is quite polluted.
11. In Europe, children begin to study ... second language in primary school.
12. She is shy and has never given a speech in ... public.
13. He got hurt in a traffic accident ... other day. He has been in ... hospital for a week.
14. Knowing English is ... must in international trade today.
15. The scientists disagreed about ... kind of ... weather the green house effect would bring in ... future.
16. His sister is ... university student.
17. Their country is separated from ... America by ... Pacific.
18. ... old and ... sick are taken good care of in our country.
19. It takes us ... hour and ... half to get there.
20. ... Smiths often eat in that expensive restaurant.
21. She didn't tell ... truth. On ... contrary, she told ... lie.
22. ... number of boys were swimming in the lake, but I didn't know ... exact number of them.
23. ... French believe ... French is ... most beautiful language in the world.

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III. Fill in *some or any.*

1. I haven't got ... cakes, but I've got ... biscuits.
2. They have got ... bananas.
3. I want ... new potatoes, have you got ...?
4. My son doesn't like pears, so I never buy ... .
5. We haven't got ... apples at home. Will you buy ...?
6. We haven't got ... matches left; we must buy ... .
7. I see ... maps on the shelf.
8. -Do you want ... tea?-No, thanks. ... milk, please.
9. Come at ... time you wish.
10. Buy me ... ink and ... pens, please. I don't have ....
11. Ann has bought ... new shoes.
12. Buy some peaches, if you see ... .
13. Is there ... ice in the fridge?
14. Would you like ... water?

IV. Fill in *both (of), all (of).*

1. There were over ten boys, and _____ them were eating sunflower seeds. They loved them.
2. They showed me two strings of pearls, but I didn't like _____ them.
3. _____ the students left the classroom. Tim and Jill remained. _____ them had some questions to ask the teacher.
4. _____ my daughters are very clever. They always get top marks in everything.
5. There were two girls playing in the school playground. _____ them were in high spirits.
6. _____ women like perfumes.
7. – 'How many children have you got?' – Three boys. _____ them are very handsome.'
8. _____ beggars look shabby.''Well, I don't think _____ them look shabby.'

V. Fill in *every/ each/ all.*

1. _____ day is the same in this job.
2. Are you going to stay in the bath _____ day?
3. We walk to school together _____ morning.
4. Detective Timson wants to talk to _____ person individually.
5. I haven't had any sleep at all. The baby hasn't stopped crying _____ night!
6. _____ employee has his or her own identity card.
7. My brothers and my sisters have _____ got two children.
8. _____ parent wants the best for his or her children.
9. They both work for the same bank, but _____ of them is in a different branch.
10. You should take this medicine _____ three hours.
11. Such things don't happen _____ day.
12. Please, read _____the questions very carefully and don't forget to answer _____ of them.
13. _____ children like games. And in fact, _____ of us is keen on them too.
14. I get up at seven o'clock _____ morning.
15. Emily, Jerry and Frankie _____ had a different answer.
16. Could you please write down _____ the words on your list?
17. She visits us _____ day.

VI. Fill in *one/ones.*

1. Which is your coat? The green _____ .
2. Which one is your son? The good-looking _____ .
3. What sort of job do you want?A well-paid _____ .
4. We've missed the train to Brighton. When is the next _____ .
5. Do you like this dress? No, I preferred the other _____ .
6. How much are the sandwiches? The tuna _____ are £2.50 and the others are £2.00.
7. Which is your car? The red _____ over there.
8. Some of my friends went to work in banks. They were the intelligent _____ .
9. Somebody has to work late again and I'm the lucky _____ .
10. We like eating cookies. Especially the chocolate _____ .
11. This white T-shirt is wider than the black _____ .
12. These striped pants are more casual than the checked _____ .
13. This blue suit is fancier than the black _____ .
14. These checked pants are cheaper than the striped _____ .
15. This green pen is worse than the white _____ .

VII. Use the correct pronouns.

A

1. Where is your brother? Ask … to come home.
2. May I take your book, Helen? I left … at home.
3. Are they talking about … teachers?
4. Did the teacher give … any homework, pupils?
5. I don't see Ann. Where could … have gone?
6. Dad called Tim and Jane and told … to feed the animals.
7. This is a giraffe. … neck is very long.
8. We are worried about you. Call … as soon as you are home.
9. I've known … best friend for years. We met when … were 10.
10. -Whose mother is … ?-She's Nelly's.- Isn't she …, Kate?

B

Nick's father always took good care of (1)… car. One Sunday winter morning, when (2)… looked out of the window, (3)… saw much snow had fallen. The car was almost hidden under (4)… .After breakfast he and (5)… son went out to clean the snow. Father began to dig round the car. Nick helped (6)… .They worked a lot. Nick liked to help (7)… father, (8)… enjoyed working

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and (9)… father's talk amused (10)…. In this way (11)… were busy for an hour. At last it was possible to drive the car into the street. So Nick's father got into (12)… "(13)… are a big help to (14)… , Nick," (15)… said to (16)… son. "Thank (17)… , (18)… boy".

C

A teacher was asking Tom a lot of questions but (1)… couldn't answer (2)… . The teacher then decided to ask (3)… some very easy questions. "Please, tell (4)…, when was the Great Fire of London?" Tom shook (5)… head. (6)… didn't know the answer. "Who was the first president of the USA?", asked the teacher. (7)… thought (8)… was the easiest question. Tom thought for a long time but said nothing. The teacher got very angry and shouted, "George Washington!" The student got up and began to walk to (9)… seat. "Come back to (10)…, the teacher shouted. "I didn't tell (11)… to go out". "Oh, (12)… am sorry," the student said to (13)… "(14)… thought (15)… called the next student."

VIII. Choose the correct relative pronoun.

1. The police are looking for the money (*what/that/who/which*) was stolen.
2. Shirley MacLain is a talented actress (*that/which/who*) was also a good writer.
3. The man (*whom/which/that)* you saw outside is our coach.
4. That's the street (*which/that/who*) we were looking for.
5. My cousin, (*who/whom/that/which*) I haven't seen for ages, is arriving tomorrow.

IX. Use the correct reflexive pronouns.

1. Buy two ice creams; one for me and one for … .
2. The cat made … comfortable in the box.
3. Jack London called … a self-made man.
4. Self-confident people usually build a positive image of … .
5. She may keep the change for … .
6. Tom, take care of …!
7. The dog … found a safe place from the rain.
8. They did it all by … .
9. Boys, behave …!
10. Did you speak to the Queen …?
11. I … saw him doing it.
12. He … drew the curtains.
13. They … are responsible for it.
14. Peter gave … a party.
15. Gail made … a dress out of the material you gave her.
16. The car rolled by … down the hill.
17. We take … very seriously at our debating club.
18. You must demand more of … if you expect to be successful.

X. Tell which pronouns in the following sentences are reflexive and which are emphatic.

1. I will do it myself.
2. John hurt himself while he was jogging in the park.
3. He himself made the remark.
4. I wash myself when I get up.
5. The boys fooled themselves.
6. We have got ourselves into a mess.
7. Susie hurt herself while going to school.
8. We enjoyed ourselves at the party.
9. You have set yourself an unattainable goal.
10. A house divided against itself cannot stand.
11. You always think about yourself.
12. He was sitting by himself.
13. I cannot bring myself to do it.
14. I myself did the job.
15. They gave themselves a lot of trouble.

XI. Insert either a reflexive or a personal pronoun in the objective case.

1. When the driver looked back, he saw a police car behind …, so he had to slow down. 2. I hurt … badly when I fell off my bicycle last week. 3. The girl ordered the dog to lie down beside … and not to move. 4. I didn't push the girl, she slipped and fell … . 5. I can readily believe that you are tired, I … get very tired towards the end of the day. 6. My grandmother told … a fairytale. 7. You are old enough to look after …, Ann. 8. We know they will call … tomorrow. 9. Nobody helped … to get up. They rose … and slowly walked towards the bus. 10. Please, tell … something about that young man. 11. We shall set our bags on the floor in front of … . 12. "Why do you never shut the door behind …, boys?"

XII. Insert the correct prepositions.

A

1. to deal …	6. to end … a draw	11. to look …
2. to check …	7. to fall …	12. to be … trouble
3. to rely …	8. to take …	13. to be good …
4. to check …	9. … the corner …	14. to lean …
5. to care…	10. to insist …	15. to drop …

B

1. to be devoted …	9. to work … fits and starts
2. to see smb. …	10. to be back … a minute
3. to set … records	11. not …any account
4. to be popular …	12. to sink … an armchair
5. to shake hands …	13. to be engaged … someone
6. to take … account	14. to be … friendly terms …
7. to take advantage …	15. to be … the way …M.
8. to be attracted …	16. to be sought …

C

1. Don't put us … trouble, Mike! 2. Keep … reading, Ann. Don't stop! 3. One can't live … food or water. 4. She ran

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… of the room in tears. 5. She was broken … when she heard the news. 6. Are you afraid … difficulties, boys? 7. Has he given … smoking? 8. Come …, the taxi is here. 9. He is not aware … his failure yet. 10. We'll see you … at the airport. 11. Go … reading, Bob. 12. Sorry; I can't take … the problem at once. 13. We have run … of flour. 14. She will have to put … her departure. She is ill. 15. Don't give … your dreams! 16. He is not in Chişinău now; he is … on business. 17. I can't make… her handwriting. 18. It is his child he should provide … at the moment. 19. What is going … here, children? 20. What brings … the value of this novel?

D

1. What does the weather depend …? 2. Congratulations … your final exams! 3. Why don't you laugh … his joke? 4. He took all the responsibility … the Christmas party. 5. Are they afraid … walking home alone through the forest? 6. -What's wrong … your computer? –It doesn't switch …. 7. The mechanical teacher had to be adjusted … each pupil. 8. If you are not interested … the matter we are talking … you may leave … the classroom. 9. Who is responsible … the broken window? 10. When did you congratulate her … her 15th anniversary? 11. When the teacher entered … the classroom the pupils were sitting … their desks. 12. We depend … our parents for clothes and food. 13. She can't get … … some … her classmates. 14. Is she already …? No, it is only 6 oclock. 15. Judy was thankful … her guardian … the present. 16. Can he translate the text … English? No, I think he is not good … it at all. 17. Our life differs … the life a hundred years ago. 18. How can we communicate … them? 19. Is the computer the greatest wonder … our time? 20. I'd like to watch the film … the end. 21. Can you translate this sentence … English … Romanian? 22. Are you fond … music? 23. Who will participate … the competitions? 24. If you want to buy these shoes you will have to try them … . 25. Nobody helped us … this work. 26. – What are the boys engaged … ? –They are preparing … the contest. 27. There is much violence … TV today. 28. Do you talk much … the telephone?

XIII. Fill in the blanks with one of the modal verbs.

A

1. I … not sleep, it's too hot in the room.
2. Jane, … I ask you a question?
3. Everyone … do his duty.
4. He asked if he … see her off.
5. No one … go without sleep indefinitely.
6. John thought he … to pass the examination.
7. He ... leave the office until he finishes writing that report.
8. You … be interested to look over this travel folder.
9. We … eat in order to live.
10. Years ago people … to read by candlelight.
11. Students … attend all classes. However, they … to participate in extracurricular activities.
12. … the doctor give me an appointment today?
13. She … come to work because she was sick.
14. You … to take care of the matter yourself.
15. … you … to leave so early?
16. … these forms be filled out right away?
17. She … eat less if she wants to lose weight.
18. You … not worry about him, he is all right.
19. He … to be more careful while cutting with a knife.
20. The lessons begin at 8.30 but we … to be at school at 8.15.

B

1. … you wait a while? Mr. Cook … arrive soon. He … to start working at 8.00 2. You … take off your coat. We are going to leave soon. 3. She is so happy. She … have heard the sad news. 4.You … avoid using this cream if it softens your skin. 5. … they be happy all their life! 6. … you give us a hand? We are so tired. 7. -I feel sick. … I go out for a while? 8. You … not go barefoot where hookworm is common. 9. If the pain is persisting you … to see the doctor. 10. He … have caught a cold. It was rather warm these days. 11. You … not whisper; your deskmate knows this thing quite well. 12. Pupils … do their duty and study well. 13. … success attend you! 14. I … take some medicines if the cough is persisting.

XIV. Change the sentences into the Passive Voice.

A

1. They congratulated him on his birthday. 2. She will introduce me to her friend. 3. The doctor has prescribed me some medicines. 4. You must follow your mother's advice. 5. He is repairing his father's car now. 6. Our granny helps mother in the kitchen. 7. They were discussing their plans for the future. 8. We helped him to implement his plan. 9. They will adopt a child next month. 10. She takes good care of her little sister. 11. A quarrel can't break up a real friendship. 12. She has written an application for this job. 13. They are writing invitations. 14. The quests were singing „La mulţi ani".

B

1. Mother takes Jane to school every day.
2. The teacher gave us marks yesterday.
3. We will call them tomorrow afternoon.
4. She is buying fruits now.
5. I was visiting my granny when I met my cousin.
6. We have brought diary products for the whole week.
7. She had cooked her delicious pies before we arrived.
8. You interrupt me all the time.
9. He worked out his monthly report in the weekend.
10. Kate will teach her puppy new tricks.
11. They are giving him instructions at the moment.
12. I was packing my things when they called me.

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13. Mother has already taken Jane to school.
14. The teacher had given us marks before the bell rang.
15. We were calling them when you entered.
16. She will buy fruits next week.
17. I am visiting my granny at the moment.
18. We were buying diary products while he was looking for us.
19. She cooks delicious pies.
20. You interrupted me several times.
21. He has already worked out his monthly report.
22. Kate is teaching her puppy a new trick now.
23. They were telling him how to keep everything under control.
24. She has handed in her paper already.
25. She advised me to take up jogging.

XV. Change into Reported Speech. Start with *he said, added, told, asked, wondered, wanted to know, replied, suggested, agreed, admitted, inquired.*

A

1. "The USA borders on Canada and Mexico."
2. "What has he told Mike about his journey?"
3. "Did your sister finish school two years ago?"
4. "We will take an exam next summer."
5. "They are weeding the garden at this moment."
6. "Who can help us to mow the lawn?"
7. "I don't know what you are talking about."
8. "The English people settled in the New World in 1620."
9. "Is the red rose the symbol of England or Wales?"

B

1. "The flag of the USA is called stars and stripes."
2. "Where has the boy been all this time?"
3. "They are playing football in the yard now."
4. "Are you often late for school?"
5. "Why can't she leave home earlier?"
6. "Did their granny stay with them last weekend?"
7. "W. Shakespeare was born in Stratford-upon Avon."
8. "How will they get to the top of the mountain?"
9. "Ben Nevis is the highest mountain in Scotland."

C

1. "He doesn't often come to see us."
2. "They get together on different occasions."
3. "Don't lick your fork, Sue."
4. "She has already sent her cousin a Christmas card."
5. "I am calling my friend just now."
6. "Nora, pease, tell Mrs White to wait for me."
7. "Will the Stuarts need any help tomorrow?"
8. "I don't know all my blood relatives."
9. "She gets pretty blue sometimes."
10. "Don't worry about me, mother, I am a grown up."
11. "They haven't called me yet."
12. "Our teacher is waiting for us outside at the moment."
13. "Nora, invite the guests into the dining-room, please."
14. "Will your twin sister help you to lay the table, Ann?"

XVI. Use the correct forms of the verbs in parentheses.

A

1. Gretta had the feeling that somebody (*to look*) at her and she (*to low)* her eyes.
2. After she (*to send)* the children to school, she (*to begin*) cooking.
3. Don't wait for me. I (*to come*) as soon as I (*to finish)* my homework.
4. Clothing styles (*to change*) a great deal since the 1980s.
5. Ice hockey (*to start*) in Canada.
6. The first Thanksgiving (*to celebrate*) in the colonial settlement of Plymouth, Massachusetts.
7. I was suprised that he (*to give*) his real name to a stranger.
8. He asked me if I ever (*to have*) a nightmare.
9. When Sue (to get) home from school her parents (*to wait*) for her.
10. They (*to write)* for 2 hours when the bell rang.
11. What you (*to think*) about when I entered?
12. Where he (*to be*) when the train (*to arrive*)?
13. The letter (*not to send*) yet.
14. How long it (*to take*) them to get to school?
15. I usually (to go) to work by car, but I (*to go*) by bus this week while my car (*to repair*).

B

1. He said he (*to join*) us when he (to be) not busy.
2. She says she (*not to like*) to sit up late.
3. We (*to wait*) for her for 2 hours when we (*to realize*) that we (*not to tell*) her our address.
4. Many churches (*to restore*) these days in Moldova.
5. It (*to rain*) all the summer.
6. When I (*to see)* her I (*to be sure*) I *(to see)* her before.
7. You (*to hear*) from Jason lately? Yes, I (*to receive*) a letter yesterday.
8. He (*to promise*) he (to come) to see me, but he didn't. I still (*to wait*) for him.
9. He says he (*not to eat*) anything since morning.
10. I was the only daughter of a widow. I (*to be*) all that my mother (*to have*). And I (*to go*) and (*to engage*) myself to a boy she never (*to see*), and I never (*to tell*) her anything about it.
11. Mother would have understood her much better if she (*to speak*) more slowly.
12. Because of his great contribution to the field, Aristotle (*to call)* the father of biology.
13. He (*to find*) himself so terribly out of breath that he (*to think*) his chest (to burst).
14. At first glance I (*to think)* I knew her, but (*can not, to get*) in touch with her.

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15. For the last year he (*to go*) to some classes at night.
16. Even after Glenn (*to nod*) to her, she (*to continue*) to look as if she (not to know) whether to run away from him or to walk back down the corridor to where he *(to stand*). (Caldwell)
17. Miss Casement stopped what she (*to do*) and (*to stare*) at Ranisborough. (Murdock)
18. I never (*to insult*) so in my whole life.
19. The storm grew worse and worse, and the rain (*to fall)* in torrents, and little Hans (*can not, to see*) where he (*to go*). (Wilde)

C

1. We usually (*to walk*) home after school.
2. You already (*to have*) breakfast? It's time to leave.
3. Montanelli (*to enter*) the room where Arthur (*to wait)* for him for a long time.
4. She (*to hear*) him sigh while he (*to sleep*).
5. What you (*to listen*) to ever since you came home?
6. That day about noon the servants (*to call*) to get their presents.
7. He was like a man who (*to separate*) from the one he loved for many years.
8. Her mother came two days ago, and she (*to take)* good care of now.
9. If you want to speak to us, wait till my brother (*to come*).
10. I (*not to see)* them for years. When you (*to meet)* them and where?
11. Which subject you (*to work*) at tonight?
12. The Martins (*not to like*) to stay in town on Sundays.
13. Julia (*to feel*) the material to see if it is real silk.
14. He (*to walk)* up to the house and (*to look)* in through one of the windows.
15. I would finish my work much earlier if you (*to help)* me.
16. All the necessary arrangements (*to make*) as soon as they arrive.

D

1. While I (*to eat)*, Sheila (*to watch*) me closely.
2. I admitted that it (*to take)* time to get our luggage brought.
3. After all, how do I know where I (*to live*) tomorrow.
4. "Come here quick!" (*to cry*) Daisy at the window. "The rain still (*to fall*), but the darkness (*to part*) in the west, and a rainbow (*may, to see)* in the sky."
5. The whole group was moved, for he (*to speak*) so enthusiastically.
6. The two girls (*to climb*) in and (*to sit*) in the corner.
7. He (*to bring*) up to be a gentleman.
8. "The bell (*to ring)*?" "Yes, it (*to ring)* five minutes ago."
9. After I (*to speak*), I realized my mistake.
10. He (*to work)* as a secretary the last time I (*to see*) her.
11. I (*to be)* disappointed if you not (*to accept*) the invitation.
12. He ever (*to write*) to you since he left town?
13. She just (*to buy*) a new home when her company (*to transfer*) her to another city.

XVII. Choose the correct variant.

A

1. If I (*know, knew, had known*) you were in hospital, I would have visited you.
2. We (*will call, would call, would have called)* you, if we are home on time.
3. She would have caught the train if she (*were, is, had been*) in a hurry.
4. If you (*speak, spoke, had spoken*) more slowly, he would understand you.
5. I (*will tell, would tell, would have told*) you more if you were my friend.
6. If he (*is not, were not, hadn't been*) so busy, he will give us a hand.
7. If they (*get, got, had gotten*) to the top, they would enjoy the sunset.
8. What (*will, would*) it happen, if the child doesn't obey you?
9. If I (*were, would be*) you, I wouldn't give up my dreams so easily.
10. If we had a dog we (*won't be, wouldn't be*) afraid of burglars.
11. She would go for a walk if it (*doesn't rain, didn't rain, hadn't rained*).
12. I will have to wait for you if I (*come, came, had come)* earlier for I have no key.
13. You would arrive in time, if you (*take, had taken, took)* the bus.
14. If it hadn't been so hot, we (*will lie, would lie, would have lain*) in the sun.
15. If the story (*weren't true, hadn't been true*), they wouldn't have published it.

B

1. If he had nobody to look after him, he (*will be, would be*) lost.
2. She would talk with him if she (*knows, knew, had known*) French.
3. If you hadn't eaten so much, you (*won't feel, wouldn't feel, wouldn't have felt*) sick.
4. He would have said hello, if he (*saw, had seen, sees)* you in the street.
5. I will announce you if the excursion (*is, were, had been*) postponed.
6. If Jim lent me the rest of the money, I (*can, could*) buy a car.
7. They would have eaten anyhting if they (*are, were, had been*) hungry.
8. If she went to the party last night, she (*will be, would be, would have been*) tired.

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9. He wouldn't have been injured in the accident, if he (wore, had worn, wears) a seat-belt.
10. If you were not so late mother (won't get, wouldn't get) so impatient.
11. Mother would have been pleased, if the family (bought, had bought) a new hat for her.
12. If they didn't do their homework systematically,they (will get, would get) in trouble.
13. She will be a success, if she (takes, took, had taken) my advice.
14. If I were accepted by this company. I (won't, wouldn't) think about going abroad.

XVIII. Use the correct form of the Conditionals in each sentence.

A

1. If we (*not go*) to their party next week, they would be very angry.
2. They will be disappointed if you (*not to call*) them today.
3. If I (*be*) offered the job, I would take it.
4. Many people would have been out of work if the factory (*close*) down.
5. She will be terribly upset if we (*reject*) her invitation.
6. I am sure she (*understand*) if you explained the situation to her.
7. They are not expecting us. They (*be*) surprised when they see us?
8. If he had sold the car, he (*not get*) much money for it.
9. If they took the exam in two days they (*not manage*) to prepare for it properly.
10. You won't be able to fall asleep if you (*go*) to bed so early.
11. If I (*know*) her number, I would have telephoned her.
12. We (*go*) out if it weren't raining.
13. The soup (*taste*) better, if it had more salt in it.
14. If I (*be*) you, I would not marry him.
15. They (*mind)* living in England if the weather were better?
16. If we had known she was ill, we (*pay*) her a visit.
17. If I (*go*) to the party last night, I would have met Helen.
18. If she hadn't worn a seat-belt, she (*be injured)* in the crash.
19. If Tom misses the train he (*be*) late for the interview.
20. Would you have sent me a postcard if you (*seize)* the opportunity to go to Egypt?

B

1. Would he be glad if he (*have*) a daughter?
2. If you ever see my cousin, you (*tell*) her how much we miss her.
3. If they (*go)* there now they will get the tickets.
4. I (*eat*) whatever she gave me, if I had been hungry.
5. Promise me that you won't carry much money if you (*go*) to the market place.
6. If I asked him I am sure he (*help*) us.
7. He (*have*) a better job if he had worked harder at the university.
8. If I (*be*) you, I would have accepted their offer.
9. I will be surprised if he (*not win*) the contest.
10. She (*be*) better company if she didn't complain so much.
11. If it suits you, I (*change*) the date of our meeting.
12. If she (*take*) a bath she would be as fresh as a daisy.
13. I may call them if it (*not be*) so late.
14. The child (*can, drown*) if the fisherman hadn't noticed him.
15. If you (*change)* your mind, tell us as soon as possible.
16. Wouldn't he like to try his fortune if he (*have*) such a chance?
17. We wouldn't have minded giving you a hand, if we (*ask)* to.
18. Nobody will see you off, if you *(leave)* at 4 in the morning.
19. What you (*tell)* the teacher if you didn't do your homework?
20. If all the sentences had been correct, we all (*get*) excellent marks.

XIX. Complete the sentences using the correct form of the Conditional.

A

1. If it is not too late, ...
2. She would get good marks , if ...
3 I'll ask her about it, if...
4. Father wouldn't be happy, if...
5. If you don't agree with my plan, ...
6. If I were made president, ...
7. You wouldn't have been so tired, if ...
8. If she had been really good at her job, ...
9. If I am not back in 10 minutes, ...
10. He would have been promoted, if ...
11. They would accomplish many things, if ...
12. If I had known you were hungry, ...

B

1. He would sleep better, if ...
2. It won't take you much time to do this, if ...
3. If the referee hadn't stopped the football match, ...
4. The boy will be punished, if ...
5. If I won a lot of money, ...
6. She would stay at the hotel, if ...
7. If you strain your ears, ...
8. If he had a chance, ...
9. We will start preparing for the examination, if …
10. We could remain after classes, if ...
11. If that tree fell down ...
12. You'll get lost if ...
13. If we had waited for the next train ...

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XX. Complete each of the following sentences with the Simple Past Subjunctive or the Past Perfect Subjunctive of the verb shown in brackets. Follow the examples.

We wish we went on the excursion. (but we can't afford to)
We wished we had gone on the excursion. (They say it was very interesting)

1. He wishes he … able to do it. (*be*)
2. I wish I … with you. (*agree)*
3. I wish you … to finish the work tonight. (*help*)
4. She wished she … how to sing. (*know)*
5. You wished you … better. (*feel*)
6. Does he wish he … younger? (*be*)
7. I wish I … the subject more interesting. (*find*)
8. They wished they ... not ... with us. (*come*)
9. I wish I ... ready on time. (*be*)
10. I wish I ... not ...the answers. (*lose)*
11. They wished they ...not ... the appointment. (*forget*)
12. We wish it ... yesterday. (*snow*)
13. She wished she ... not ... the window. (*open*)
14. I wished I ... the news. (*hear*)
15. You wish you ... what to do. (*know*)

XXI. Paying attention to the adverbs in bold indicating time, complete each of the following sentences with the correct form of the verb shown in brackets. Use the Past Perfect Subjunctive or the Simple Past Subjunctive. Follow the examples.

We wished they ... us **earlier**. *(call)*
We wished they had called us earlier.
She wishes she ... in Rome **now**. *(be)*
She wishes she were in Rome now.

1. I wish he ... here **now**. (*not, call)*
2. I wish that you ... here **yesterday**. (*be*)
3. We wish we you ... **tomorrow**. (*meet*)
4. She wished you ... **earlier**. (*leave*)
5. They wished he ... with them **the next day**. (*come)*
6. We wish you ... **yesterday** before us. (*arrive*)
7. I wish that he ... us **next year**. (*visit)*
8. She wishes she ... at home **now**. (*stay)*
9. You wish he ... you **last week**. (*help*)
10. He **always** wishes he ... rich. (*become)*
11. She wished she ... the arrangements **earlier**. (*make*)
12. I wish the weather ... warmer **now**. (*be)*
13. We **always** wished we ... fluent in other languages. (*be*)
14. They wish we ... them **next week**. (*telephone*)

XXII. Use the correct form of the Subjunctive Mood after 'wish'.

A

1. She wished she (*to be treated*) with more respect.
2. They wish they (*to inherit*) a fortune.
3. We wished we (*can, to stay)* at the same hotel.
4. They wished she (*not to select*) to represent the country at the contest.
5. She wished her husband *(to take*) a two-month leave.
6. I wish I (*can)* to give the necessary education to my children.
7. We wish our neighbours (*not, to have*) to sell their house.
8. I wish I (*know*) what frightened you so.
9. I wish I (*can)* help you but I don't know how.
10. Her friends wished she (*to be*) not so angry with them.
11. His parents wished he (*to marry*) another girl.
12. We wish we (*can*) change something in this world, but how?
13. I wish I (*not, to make)* you angry by disturbing you.

B

1. She wishes her mother (*to feel*) better today.
2. They wish he (*not to disappoint*) them.
3. I wish it (*to be)* possible to finish the work tonight.
4. She wished she (*to know*) how to write a summary.
5. We wish they (*to accept*) to visit us next week.
6. They wished they (*not to forget*) about the appointment.
7. She wishes her mother (*to feel*) better today.
8. She wished she (*to treat)* them with more respect.
9. They wish they (*to inherit)* a fortune.
10. The young man wished Mr. Gessler (*not to sell*) his shop.
11. He wishes he (*to stay*) at the same hotel with his friends.
12. I wish I (*to give*) the necessary education to my children.
13. We wished (*not to disappoint*) our parents with our behaviour.
14. They wish he (*to call*) them next week.

XXIII. Paraphrase the following using the verb 'wish' followed by an Object Clause in the Subjunctive.

Remember!

I wish + Past Simple (if the action refers to the present or future time)
I wish/wished + Past Perfect (if the action refers to the past time)

e.g. *It's a pity/I regret my sister is not here.*
I wish my sister were here.
We are sorry they didn't call us.
We wish/wished they had called us.

1. She was sorry that she didn't listen to her mother's advice.
2. They regretted that their child got involved in that matter.
3. I regret that I don't have enough money to go to Paris.
4. She regrets she hadn't taken TOEFL with us.
5. We are sorry she doesn't know about their engagement.
6. Is he sorry for the time spent on trifles?
7. I am sorry she doesn't want to apply for this scholarship.

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8. Doesn't she regret that she did not manage to cope with the task?
9. What a pity that she didn't suggest this when we met.
10. It's a pity there are no fresh vegetables in winter.
11. I regret I haven't read "Pride and Prejudice" by Jane Austen.
12. She is so sorry she was not suggested to join one of the public services.
13. She regrets she avoided the walk to the village.
14. It's a pity she is not well settled.
15. He was sorry her collection was not larger.
16. I am sorry I can't take this for a compliment.
17. It is a pity you have to go.
18. He regretted she left for Cambridge.

XXIV. Choose the best variant.

A

1. Nobody (*may not, can, can't*) solve the problem, it is too difficult.
2. If I were you, I wouldn't wait (*all the, the whole*) week for him to return the loan.
3. That apple looks (good, well) but it tastes (*awfully, awful*).
4. Have you found anything about (*a, the, –*) Titanic?
5. What (*is, are*) the criteria of selecting the players for the finals?
6. A trip to the mountains sounds (*nicely, good, well*) but don't forget about the weather.
7. The market is (*opposite, across, next*) to our house.
8. What makes this type of sentence different (o*f, from, on*) the others?
9. We haven't got more than 6 books for the whole group, so we'll have to (*divide, split, share*) them.
10. We had to stay in a (*tail, line, queue*) to get tickets for „Gone with the Wind".
11. She has never had (*so, such*) a beautiful dress.
12. I (*used to eat, used eating*) a lot of sweets when I was a child.
13. The traffic was so (*hard, heavy, full*) that the noise made us give up walking.
14. She couldn't stop (*to laugh, laughing)* when he told her the joke.
15. I have English classes (*all other, each other, every other*) day.
16. My sister always writes (*with, in*) ink.
17. Mr. Adams was in a hurry, so he (*was, had to*) take a taxi.
18. You (*may, must, can*) not smoke here. You (*should, may, can*) cause an explosion.
19. Do you often go (*for, on, in*) hikes?
20. I don't know where my money (*is, are*).

B

1. Gymnastics (*is, are*) my favourite sport.
2. (*A, the, –*) lions are wild animals.
3. The Smiths (*leaves, leave*) for the country every summer.
4. Where is (*a, the, –*) coffee we bought yesterday?
5. Has he got (*many, much)* money?
6. The news I have learned about (*is, are*) not good at all.
7. Your (*advice, advices*) will be of no use to me.
8. We wish you (*many successes, much success*).
9. His poor knowledge (*haven't, hasn't*) helped him to pass the exam.
10. Is there (*some, any, no*) milk in the jar?
11. Darts (*is, are*) not as popular as chess.
12. We have (*few, little,*) hope in winning the game.
13. I admire the people (*who, which, that*) are brave and courageous.
14. We expect them (*returning, to return*) by the end of the week.

C

1. I tried on these shoes, they (*match, fit, suit*) me well.
2. That's a nice dress. It (*goes, fashions, suits*) you perfectly.
3. They haven't seen (*each other, one another*) for a long time.
4. Who has cooked this pie? It tastes (*good, well)*.
5. If he doesn't study (*good, well*); he (*won't be; is not*) a success.
6. I feel (*nice, nicely*) today.
7. Ann is blaming (*her, herself*) for everything that happened last week.
8. There was (*anything, something, nothing*) the matter with him; he was faking.
9. The bus moves so (*slow, slowly*). We can't be there in time.
10. No (*growns-up, grown-ups*) are admitted to accompany the children.
11. They distributed us (*hands-out, hand-outs*) for the lesson.
12. You should submit the paper to the (*editors-in-chief, editor-in-chiefs*).
13. Are there many bridges across (a, the, –) Danube?
14. He is known to have climbed (*a, the, –*) Everest.
15. Always keep to the rule: "(*a, the, –*) more you learn, (a, the, –) better".
16. After the (*five-day, five-day's*) conference he feels quite tired.
17. What part of America do the white (*deers, deer*) live in?

D

1. (*A, the, –*) young were so nice with me.
2. What (*a, an, the, –*) remarkable artist he is!
3. She was in (*so, such*) a hurry to go.
4. The landscape was (*so, such*) beautiful that we hated the idea to leave so soon.
5. Help (*yourselves, yourself*) to whatever you want, girls.
6. There was nothing behind (*ourselves, us*), but the forest.
7. Ann and (*I, me*) think that you are too proud to join us.
8. Could you tell which house is (*their, theirs*)?
9. God helps those who help (*them, themselves*).
10. Most of his luggage (*was lost, were lost*) on his last trip.
11. Very few friends of (*our, ours, us*) were invited to the party.
12. No fresh poultry (*is, are*) sold in this store.

13. We eat (*chicken, chickens*) very rarely.
14. It took me (*little, less, least)* time to solve the problem than to read the text.
15. No one dared to go (*deep, deeper, the deepest*) into the forest.

XXV. Encircle or underline the correct variant.

A

1. (*Little; A little*) is being done for the refugees; I think it is not enough.
2. You shouldn't be (*so; such*) pessimistic; everything will be OK.
3. Who will (*make; do*) the speech on behalf of our delegation?
4. He looked (*nervous; nervously*) when he had to give sound arguments.
5. She would help you, if you (*had asked, asked*) her to.
6. We wish they (*see, saw, would see, had seen*) us off tomorrow.
7. I would like you have (*a, the, -*) success in finding a new apartment.
8. Here are three apples. Choose the one (*what, which, that*) you like best.
9. If you don't call him, I'll not call him (*neither, either*).
10. She doesn't mind (*to run, running, to run*) errands for her friends.
11. Keep (*at, to, up*) the point, if you want people to listen (*-, to, for*) you.
12. He is not in. He is away (*for, on, at*) business.
13. None of the (*passers-by; passer-bys)* stopped to help the old man.
14. Physics (*is; are*) rather difficult for me.
15. She doesn't have many friends; just (*few; a few*).
16. It was (*so; such*) a long journey that she got exhausted.
17. I think she will (*do; make*) a good teacher.
18. She feels (*sure; surely*) they have passed the exam successfully.
19. If it (*hadn't rained; didn't rain*), we would have worked in the garden.
20. She wished they (*listened; had listened*) to her advice.
21. He made (*a, the, -*) rapid progress in learning Chinese.
22. The people (*which, who, whom*) live next door to us, are very friendly.
23. We can (*not longer, no longer, any longer*) tolerate corruption.

B

1. Have you got any (*farther, further, farer*) questions?
2. If we could only see (*us, ourself, ourselves*) as others see us.
3. (*Must, May, Shall*) I have your pen for a while? (*My, Mine)* doesn't write.
4. (*Growns-up; grown-ups*) should always set an example for the teenage.
5. The news that she is leaving (*make; makes*) us sad.
6. This species of plants (*haven't been; hasn't been*) studied yet.
7. (*A few; Few*) people attended the meeting because of the storm.
8. He is (*such; so*) a fast runner that no one can keep up with him.
9. Could you (*do, make*) me a favour, please?
10. These roses smell (*sweet; sweetly*); I'll buy some for my mother.
11. If we didn't visit them, they (*will be, would be*) disappointed.
12. We wish we (*bought; had bought*) that book. It was rather cheap.
13. She has acquired much information, but has (*a, the, -*) little real knowledge.
14. (*Which of, What of, Which)* the countries in Europe have you visited?
15. She didn't accept the invitation. (*Either didn't, neither did*) they.

C

1. The strength of any group is in (*her, its, it's*) unity.
2. The distance is not long; we may go there (*by, on, with)* foot.
3. Your coat is on the (*chair's back, chairs' back, back of the chair*).
4. All the (*editors –in-chief; editor-in-chiefs*) were present at the meeting.
5. (*Is, are*) diabetes a hereditary or infectious disease?
6. We have got very (*few; little*) money. We won't be able to buy that cake.
7. He is (*so; such a*) smart boy. He won't (*do; make)* a fool of himself.
8. Eat these cherries; they taste (*so/such delicious*).
9. She would help you, if you (*had asked, asked*) her to.
10. How sorry he is! He wishes he (*didn't insult; hadn't insulted)* his sister.
11. What (*a, the, -*) beautiful hair Angela has!
12. The house (*which, whose, who*) owner has died, is for sale.
13. If you don't go on the excursion, I'll not go (*either, neither*).
14. He spent his vacation in (*a, the, -)* Caucasus.
15. He will study in (*a, the, -*) Netherlands.
16. A genius is often called a (*phenomenon, phenomena*).
17. He now has two (*mother-in-laws, mothers-in-law*).
18. Measles (*is, are*) quite dangerous for such an age.
19. What (*is/are*) the criteria for nominating ambassadors?
20. He has to choose (*among, between)* the two options.
21. Was she sitting (*beside, besides*) you at the concert?
22. The water was (over, above) the sea level.
23. If you don't have (no, any) mistakes you (will get, would get) an excellent mark.

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IRREGULAR VERB

Simple Present	Simple Past	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	borne
beat	beat	beaten or beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned or burnt	burned or burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived or dove	dived
do	did	done
draw	drew	drawn
dream	dreamed or dreamt	dreamed or dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled

Simple Present	Simple Past	Past Participle
fling	flung	flung
fly	flew	flown,
forbid	forbade or forbad	forbidden or forbade
forget	forgot	forgotten
forgive	forgave	forgiven
forgo	forwent	forgone
freeze	froze	frozen
get	got	gotten or got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung or hanged	hung or hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt or kneeled	knelt or kneeled
knit	knitted or knit	knitted or knit
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt or leaped	leapt or leaped
leave	left	left
lend	lent	lent
let	let	let
lie (down)	lay	lain
light	lit or lighted	lit or lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
prove	proved	proved or proven
put	put	put
quit	quit	quit

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Simple Present	Simple Past	Past Participle
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed or sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn or sewed
shake	shook	shaken
shave	shaved	shaved or shaven
shear	sheared	sheared or shorn
shine	shone or shined	shone or shined
shoot	shot	shot
show	showed	shown or showed
shrink	shrank or shrunk	shrunk or shrunken
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sneak	sneaked or snuck	sneaked or snuck
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled or spilt	spilled or spilt
spin	spun	spun

Simple Present	Simple Past	Past Participle
spit	spat or spit	spat or spit
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank or stunk	stunk
strew	strewed	strewn
strike	struck	struck or stricken
	strove or	
strive	strived	striven or strived
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived or throve	thrived or thriven
throw	threw	thrown
undergo	underwent	undergone
understand	understood	understood
upset	upset	upset
wake	woke or waked	woken or waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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